

KINDERGARTEN II

DISCOVER

TERM 2

2019 / 2020

FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education & Technical Education



NAME: ____

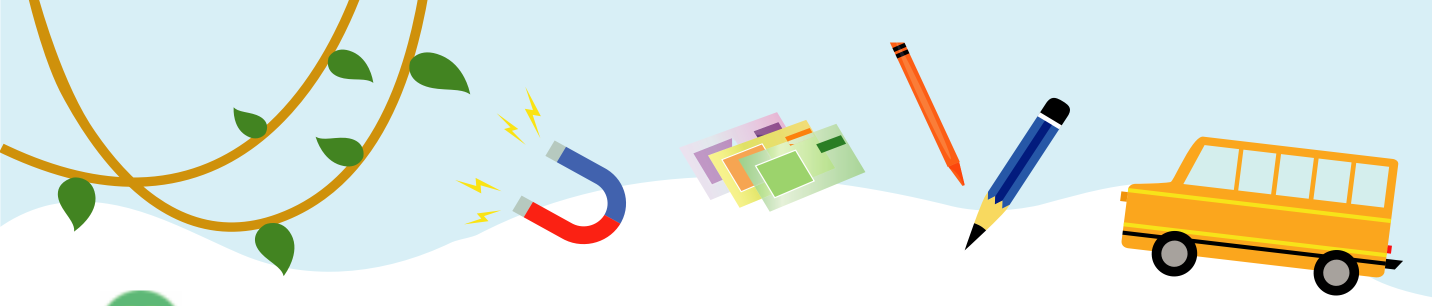
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HOW THE WORLD WORKS CHAPTER 1

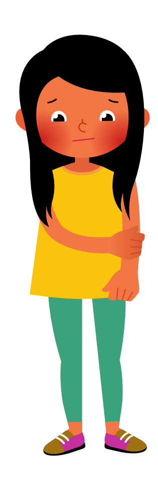
WELCOME TO OUR COMMUNITY





SARAH MOVES TO TOWN

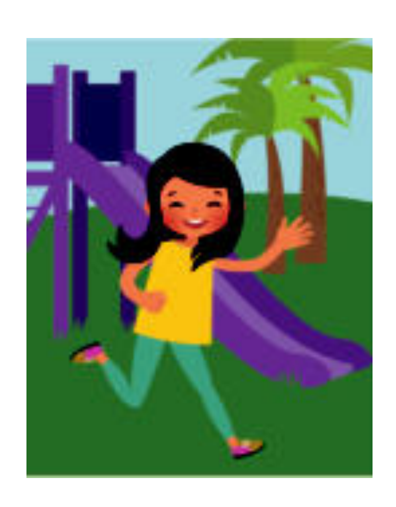
Read the story.



Sarah moves to town.
Sarah feels nervous.



She wonders:
What is the town like?



Where will she play?
Where will she learn?



Where will she shop?



DESCRIBING BUILDINGS

Draw a circle around a window. Draw a rectangle around a door. Draw a triangle around a sign. Count with your teacher.

These are buildings in my town.
They are different sizes.
They have windows, doors, and signs.







OFFICE











PLANNING A BUILDING

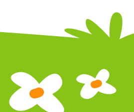
Draw a local building. The building should have a door, windows, and a sign.

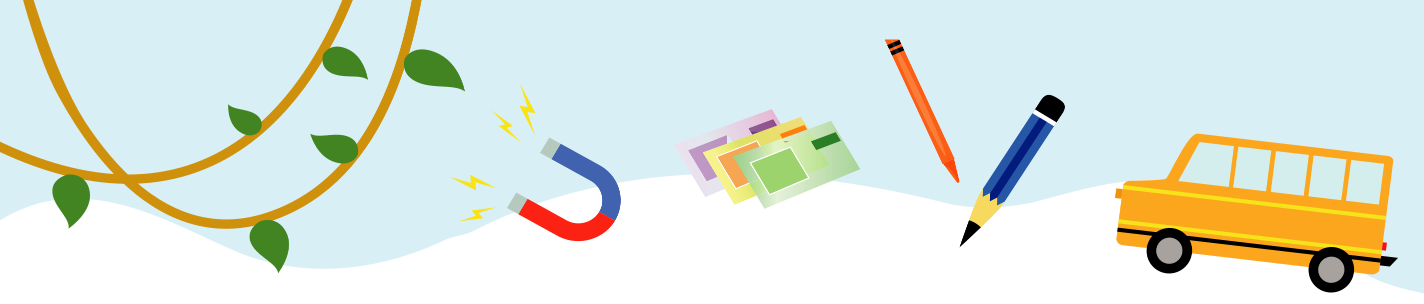


PLANNING A BROADCAST

Plan your broadcast. List the people. List the places. List the activities.

PEOPLE	
PLACES	
ACTIVITIES	





MAKING A MICROPHONE



GETTING AROUND TOWN

Help Sarah travel. Use the words below.

Which transportation is best to get to each place?



Car



Bus



Walk



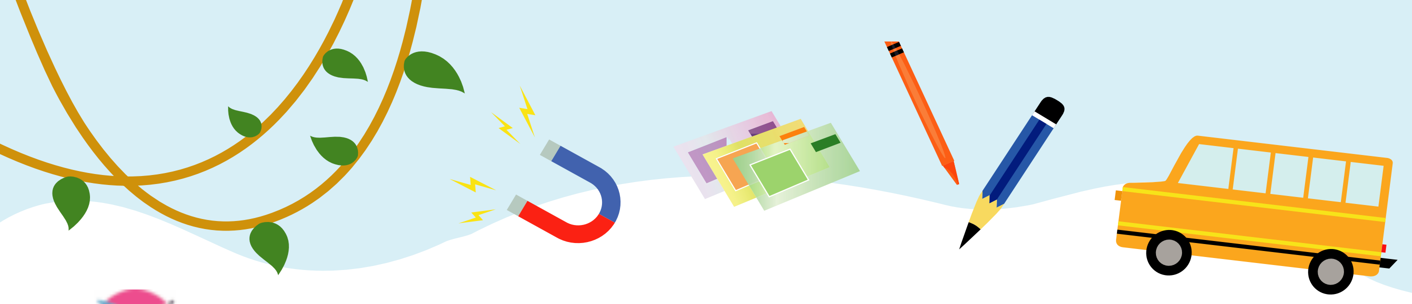
Bike



Boat



Plane





WORKING IN TRANSPORTATION

Draw a line to match the professional to the correct form of transportation.



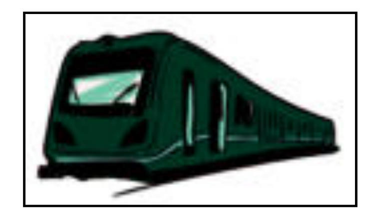
Bus



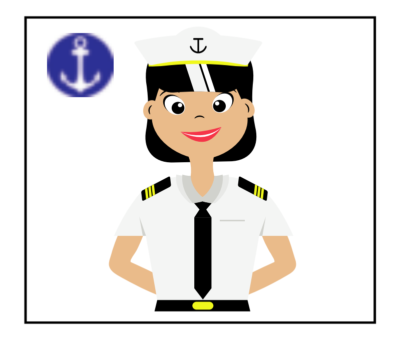


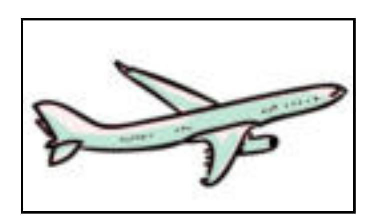
Boat





Train





Plane





VISIT THE BANK

Read the story. Circle the new words you learned today.



Sarah goes to the bank.
Sarah is a customer.
She talks to the teller.
She makes a deposit.
Now Sarah has more money in the bank.



Basem goes to the bank.
Basem is a customer.
He talks to the teller.
He makes a withdrawal.
Now Basem has less money in the bank.

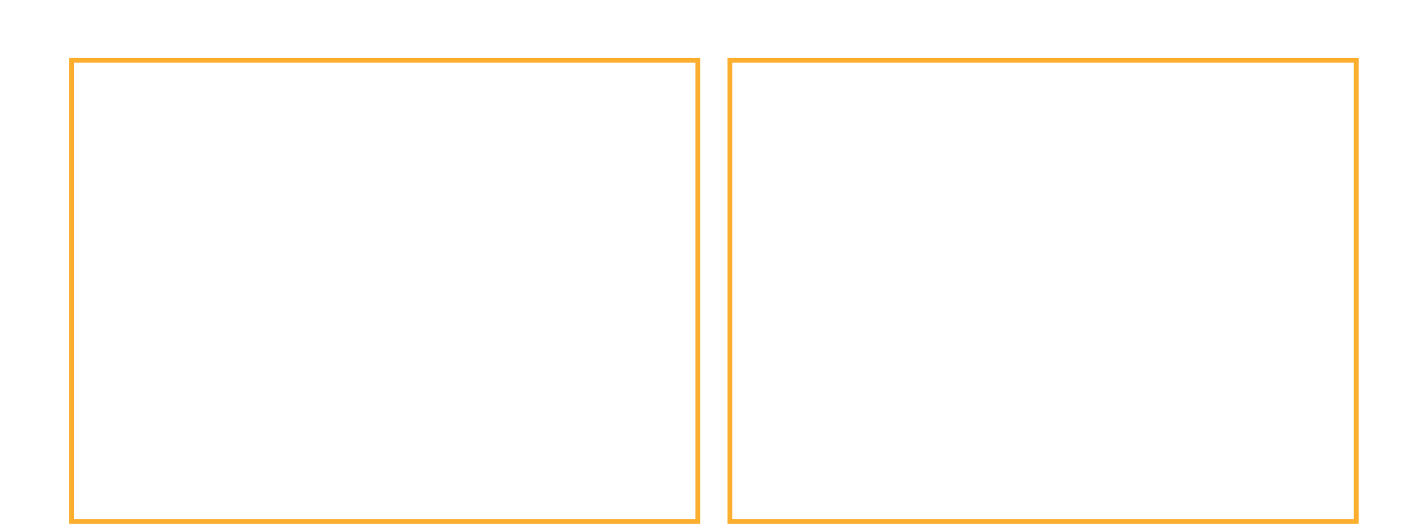






VISIT THE DOCTOR'S OFFICE

These tools are used to help keep people healthy.
Draw each tool.



Thermometer

Bandage

Stethoscope

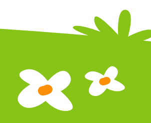
Disposable Gloves

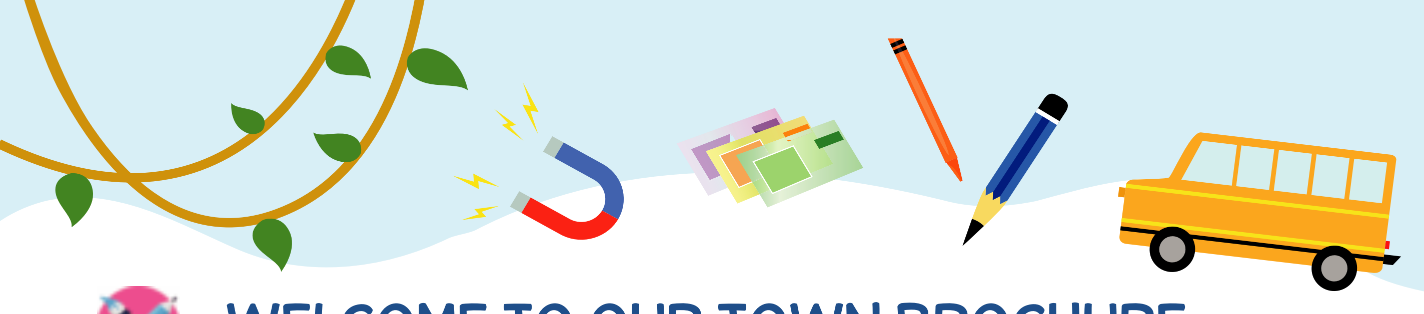


SCHOOL HELPERS

Write "thank you" on the line. Draw a picture of the person you would like to thank.

You do so much to help our school.





WELCOME TO OUR TOWN BROCHURE

1. Think of an important person you learned about. Draw him or her under Important People.
2. Think of an important place you learned about. Draw it under Important Places.
3. Turn over the page.
4. What is an important kind of transportation? Draw it under Important Transportation.
5. Color and decorate the cover with a picture of your favorite place from town. Write the name of your town.

CUT

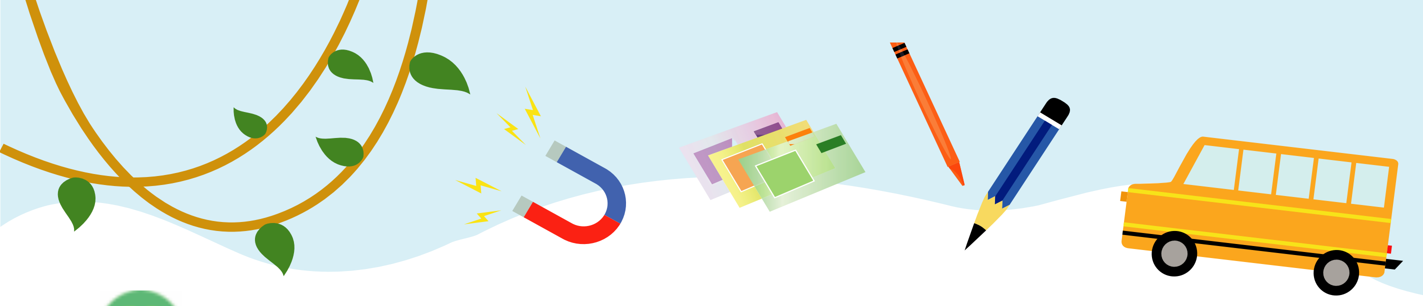
FOLD

IMPORTANT PEOPLE	IMPORTANT PLACES	IMPORTANT TRANSPORTATION

WELCOME TO
OUR TOWN



PLAYING WITH NEW FRIENDS





SARAH LOOKS FOR FRIENDS

Read the story.



Sarah wants new friends.
Sarah feels shy.



Sarah watches children playing football in the park one day.



She wonders:

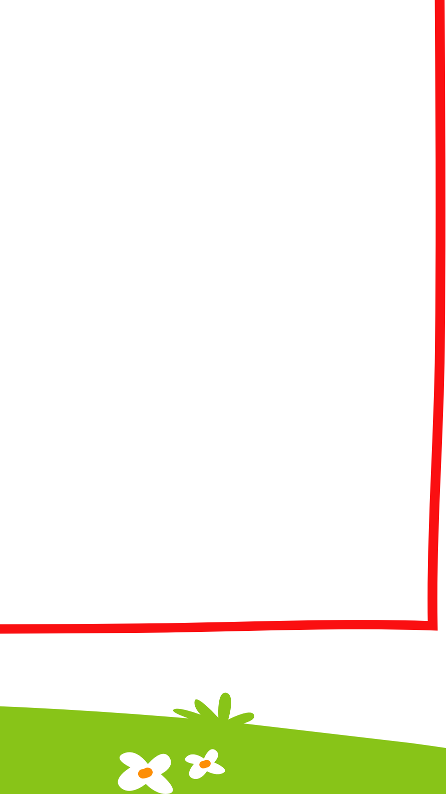


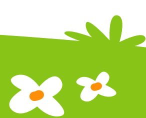
What games do children play here?
How do you play the games?



MY FAVORITE GAME

What is your favorite game? Draw the tools you use to play the game. Draw the background.







FOOTBALL

These are pictures of football. Look at the pictures. Circle man-made objects. Draw a rectangle around natural objects.







FOOTBALL ARTICLE

Read the article. Answer the questions.

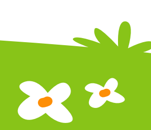
Football is an outside game.
A football game has two teams.
The players kick the ball.
Each team has one goalie. The goalie protects the goal.
The team gets a point when the ball goes in the goal.
The team with the most points wins.
Players can only use their feet.
Goalies can use their hands and feet.
Players may not hit each other.

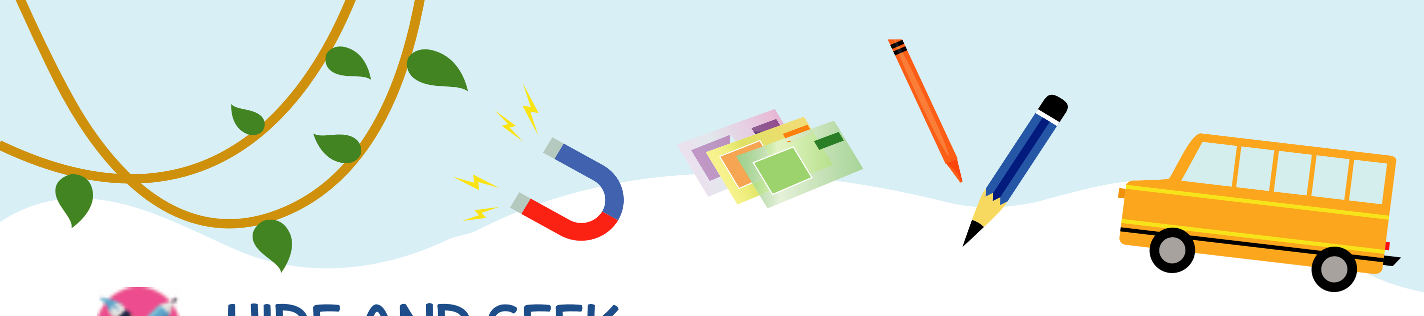
Questions:

1) Where is the game played?

2) What is the goal of football?

3) What are the rules of football?

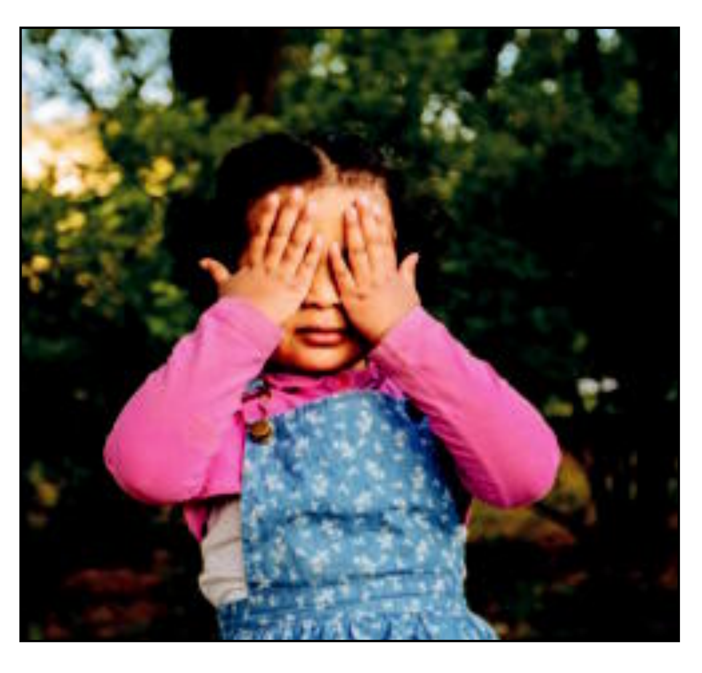




HIDE AND SEEK

These are pictures of the game hide and seek. Look at the pictures. What people do you observe? What places do you observe? What man-made objects do you observe?









HIDE AND SEEK ARTICLE

Read the article. Answer the questions.

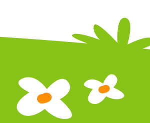
Hide and seek can be played inside.
Many people or only a few can play.
One player is the seeker.
The seeker covers his or her eyes and counts to 20.
Every other player hides.
Hiders stay very quiet.
When the seeker is finished counting, he or she looks for the hiders.
When the seeker finds a hider, the seeker says, "I found you."
The last player to be found is the winner.

Questions:

1) Where is the game played?

2) What is the goal of hide and seek?

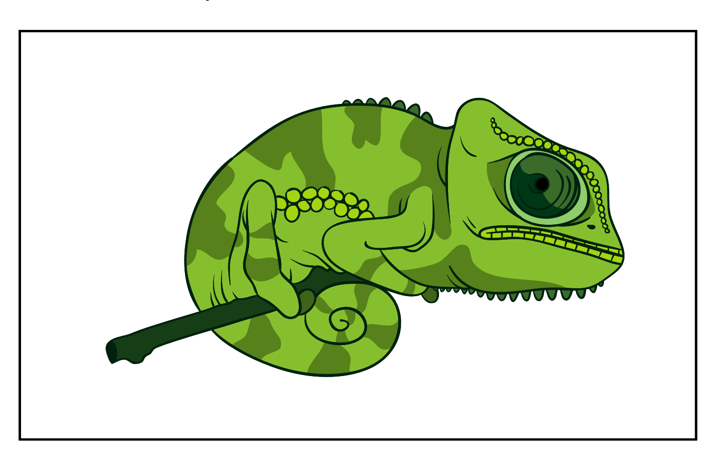
3) What are the rules of hide and seek?



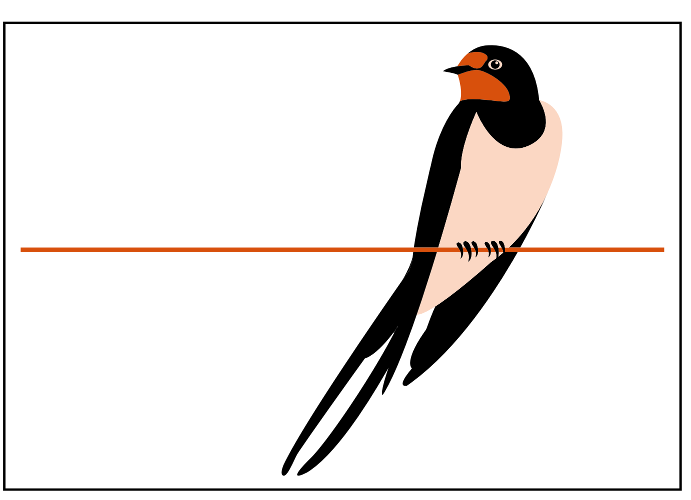


ANIMALS IN THE PARK

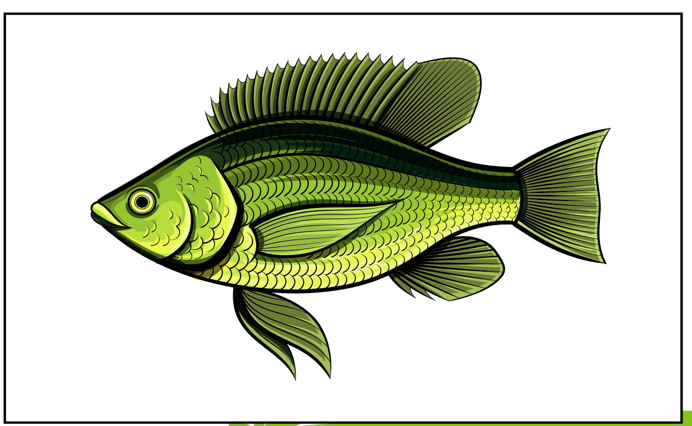
Where does each animal live? Read each sentence. Draw the background. Circle the parts of the animal that help it survive in its home.



A chameleon lives in grass.



A swift lives in trees.



A tilapia lives in rivers.



MAKE A PUPPET

Color the swift. Cut it out to make a puppet.



GOAL AND RULES

Look at the game board. Imagine a game. Write a rule for the game.

START

END

My marker

Goal: **Be the first to get from START to END.**

Rule:

1. Move the number of spaces you roll on the dice.

2. _______________



FORCE AND MOTION

You learned about force and motion using a ball.
Write words to complete the sentences below.

I can move the ball.

I can ________________ the ball.

I can ________________ the ball.

My ball can move quickly.

I will push my ball ________________ .

My ball can move slowly.

I will push my ball ________________ .



MAGNETS ATTRACT

Predict: Will the magnet attract the object? Write YES or NO.
Test the object. Did the magnet attract the object?
Write YES or NO. Draw two more objects to predict and test.

OBJECT	PREDICT	TEST



SARAH'S INVITATION

Fill in the blanks. Decorate the invitation.

You are invited.

What: Game Day

Wear:

When:

From:



OUR PLAN

Make a plan. How will you change the game?

1. The game we will play is:

2. The new goal of the game is to:

3. One new rule is to:

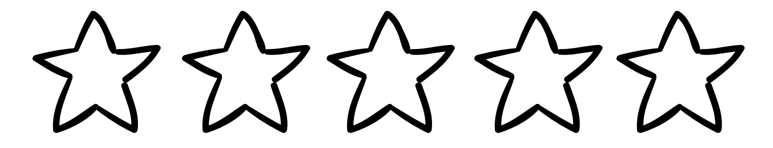


PLAYING WITH NEW FRIENDS

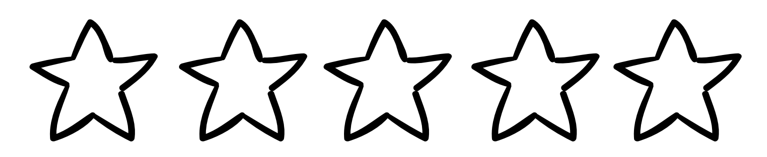
Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked.

1. What is the best part of your game?

2. My team and I shared the work. We all did our part.



3. I am proud of the work I did.





HOW THE WORLD WORKS CHAPTER 3

TO MARKET





SARAH GOES TO MARKET

Read the story.



Sarah has a new home.
Sarah feels excited.
Sarah wonders:
What will she need?
What goes in the bedroom?
What goes in the kitchen?
What goes in the bathroom?





MARKETS AROUND THE WORLD

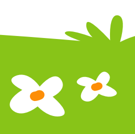
Look at the pictures of markets. How are the markets similar? How are the markets different?













DRAWING MY HOME

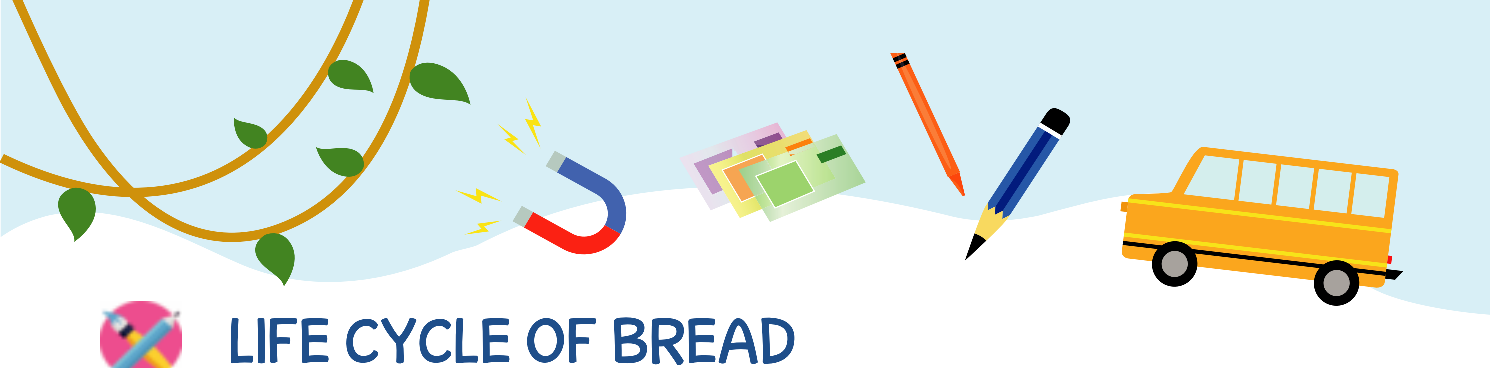
Here is a home. The home has three rooms: the kitchen, the bedroom, and the bathroom. Draw the objects that go in each room.

BATHROOM	BEDROOM	KITCHEN



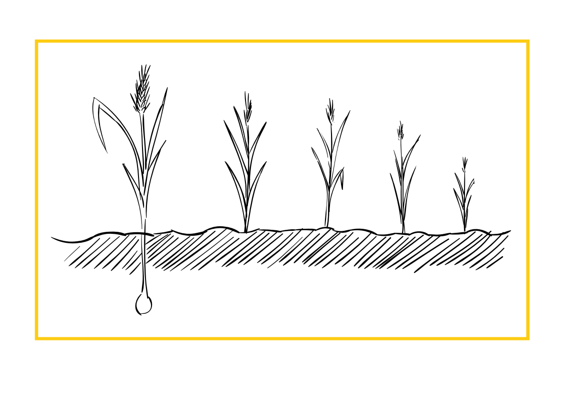
WELCOME PACKAGE

Make a welcome package with three items in it. Choose two needs. Choose one want. Cut out the items. Paste the items in the welcome package below.



LIFE CYCLE OF BREAD

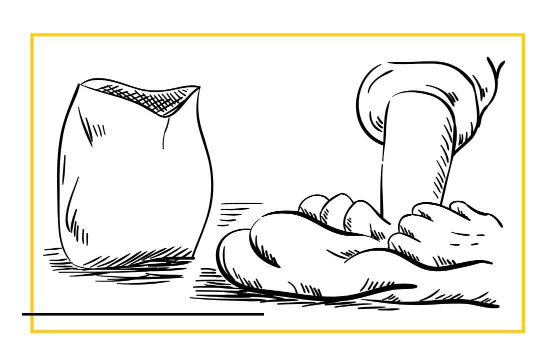
Think about the order of the life cycle of bread. Number the pictures in order. Draw the final step.



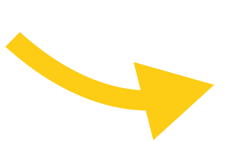
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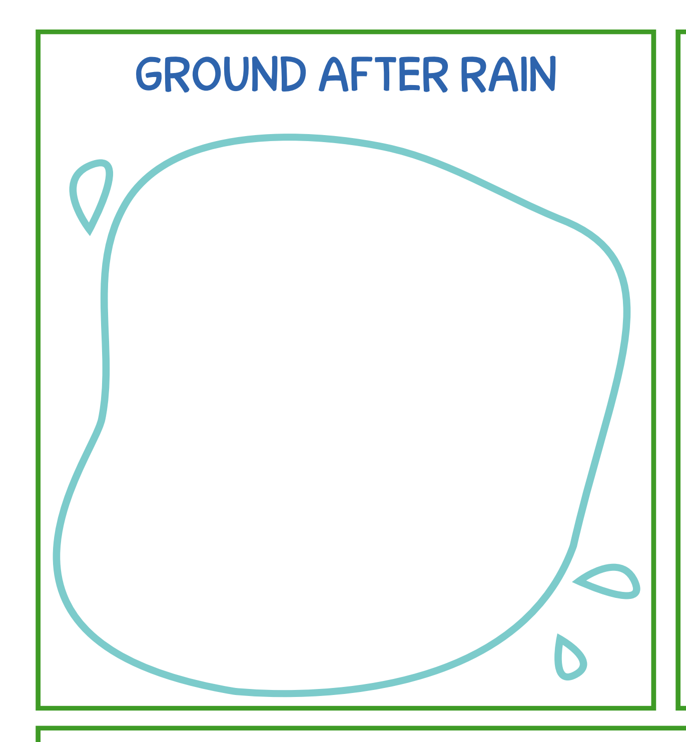
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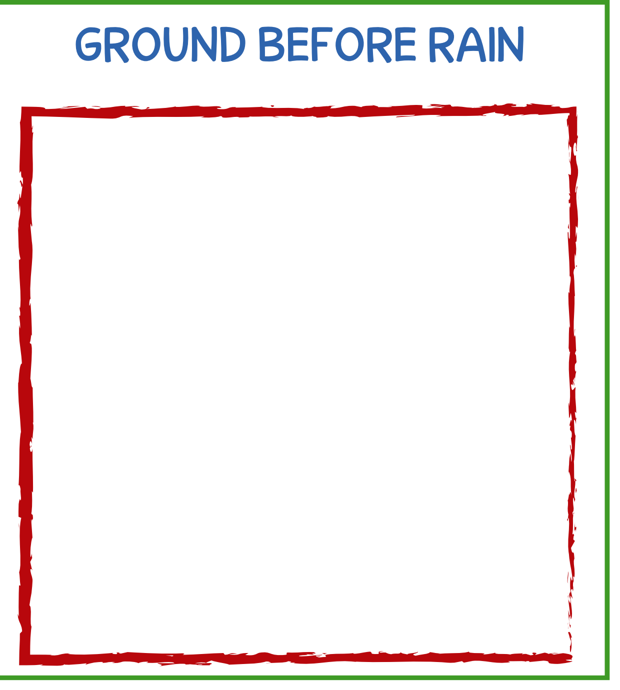
WATER IN A SMALL TOWN

Think: What happens when it rains? What if water collects in the middle of town? Is the water safe to use?
Use this page to draw your observations.

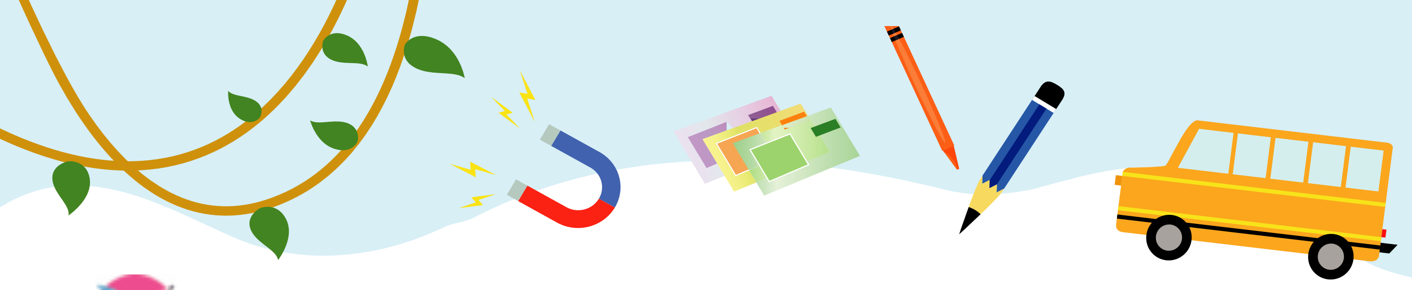
GROUND AFTER RAIN



GROUND BEFORE RAIN



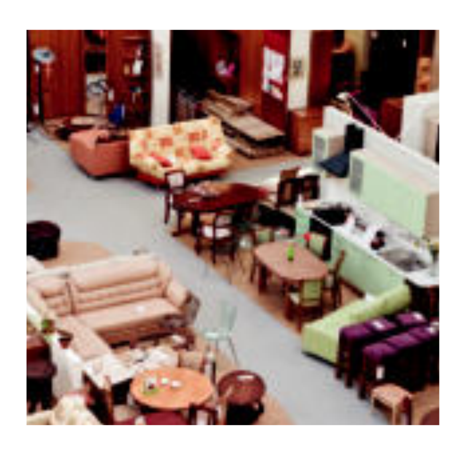
SAFE TO DRINK

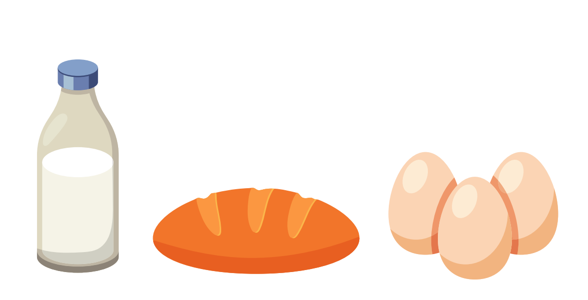


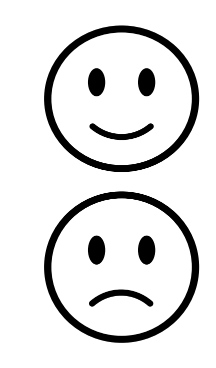


WHERE SHOULD SARAH SHOP?

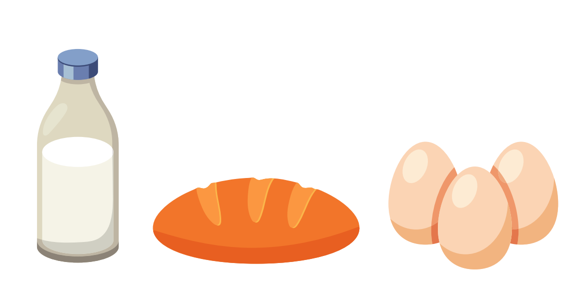
Sarah needs to buy bread, eggs, and milk. Which store can she go to for these items ?

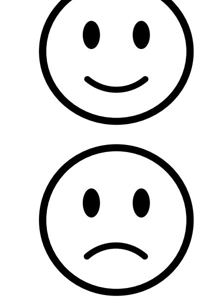




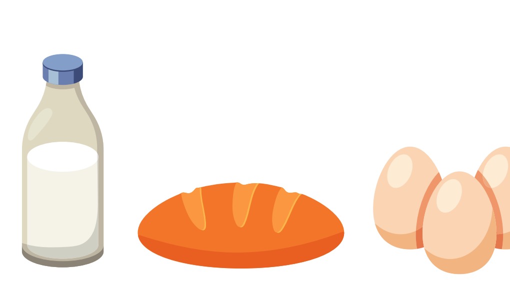


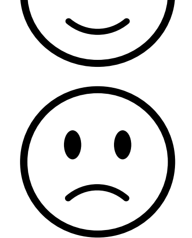












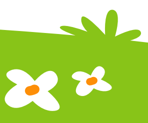


MY SHOPPING LIST

Draw four things you will buy at the market. Draw two needs and two wants.



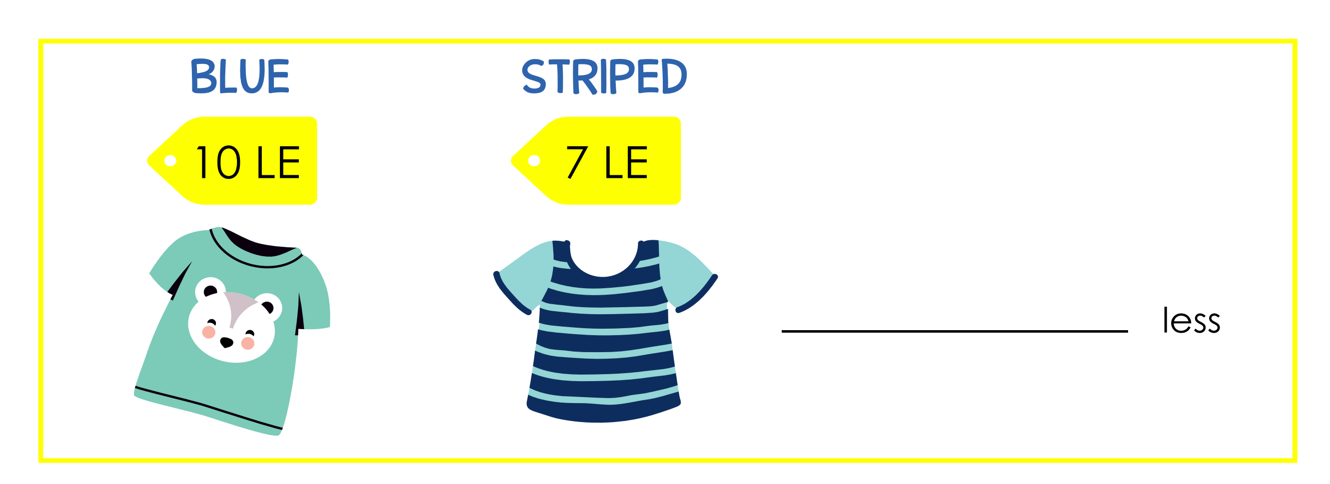


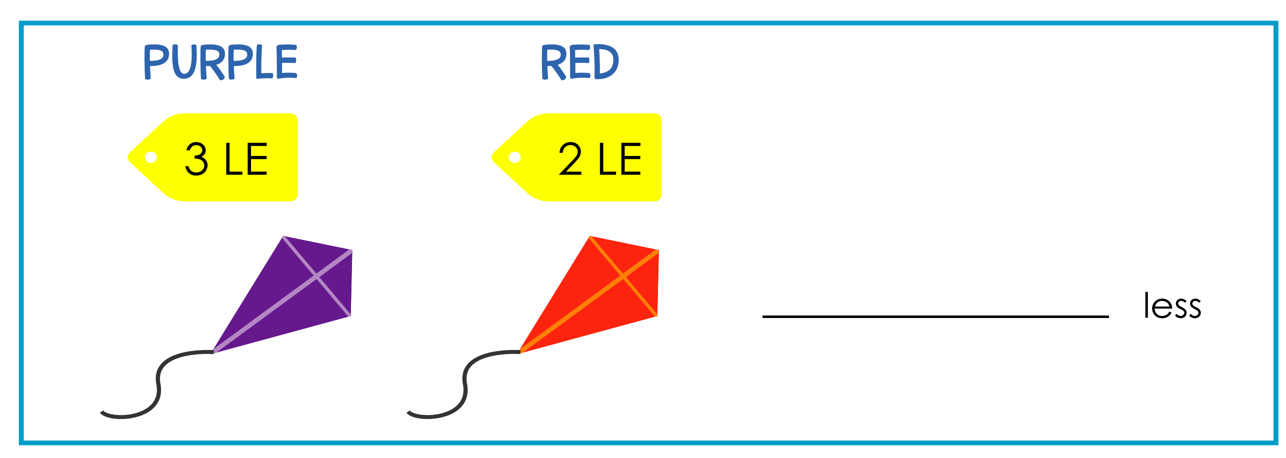


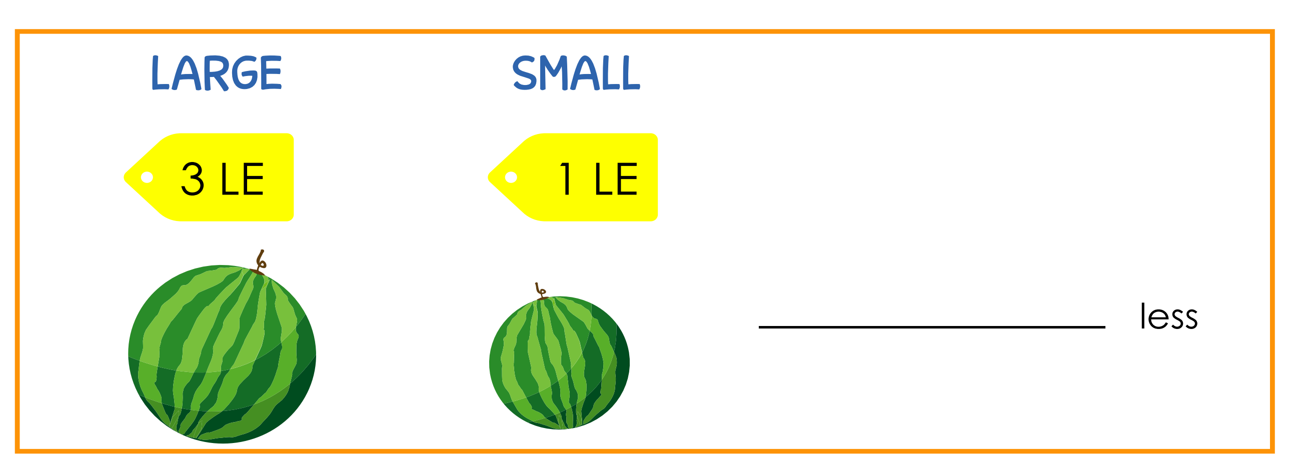


GOING SHOPPING

Circle the item with the lower price. How much less is it?



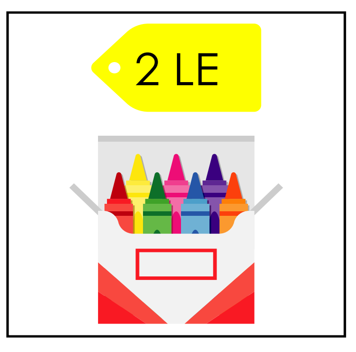






USING A BUDGET (PART 1)

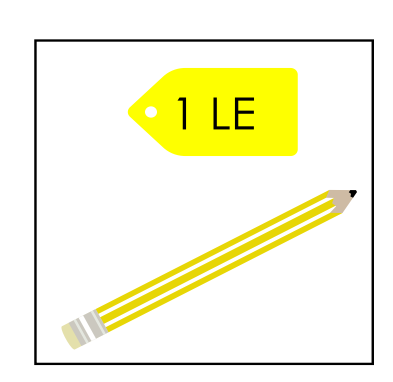
Look at the pictures. Look at the price for each.
What can you buy for 10 pounds?



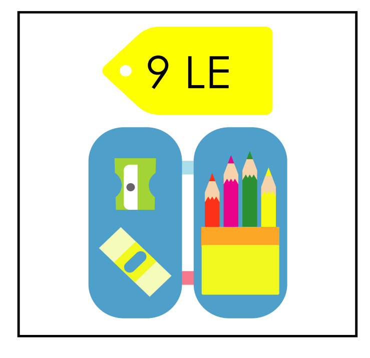
Crayons

3 LE

Paint



One pencil

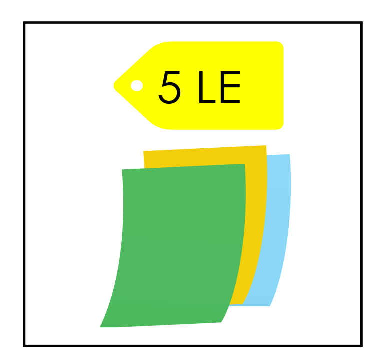




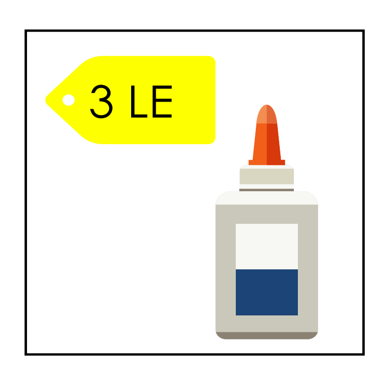
Pencil box



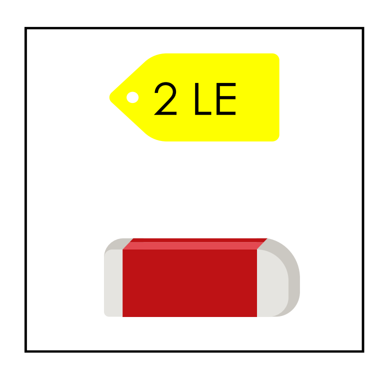
Clay



Colorful paper

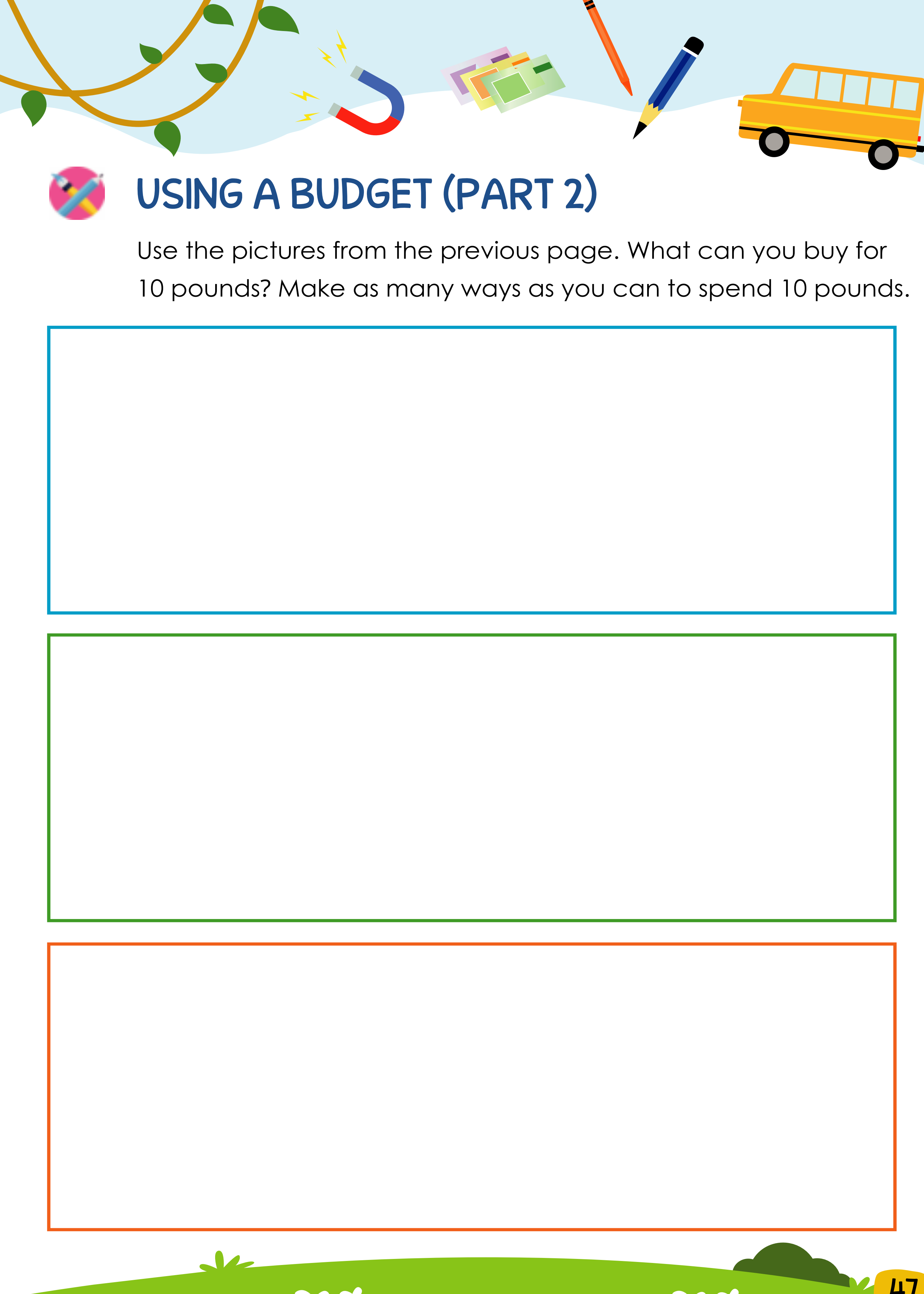


Glue



Eraser





USING A BUDGET (PART 2)

Use the pictures from the previous page. What can you buy for 10 pounds? Make as many ways as you can to spend 10 pounds.



WHICH NOTES?

Look at the price for each good. Draw the pound notes you can use in the boxes next to each good.



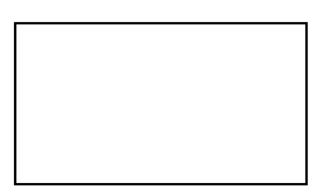




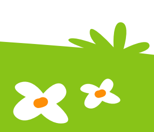
















MARKET DAY

Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked together.

1. What did you sell in your business?

2. Did you sell a want or a need?

3. Count the money your team earned.
How much money did you earn?

4. My team and I shared the work of preparing for Market Day.
We all did our part.





COMMUNICATION CHAPTER 1

SOUNDS OF MUSIC









SARAH PLAYS AN INSTRUMENT

Listen to the story, then read it along with the teacher.



Sarah made new friends.
Sarah likes her new home.



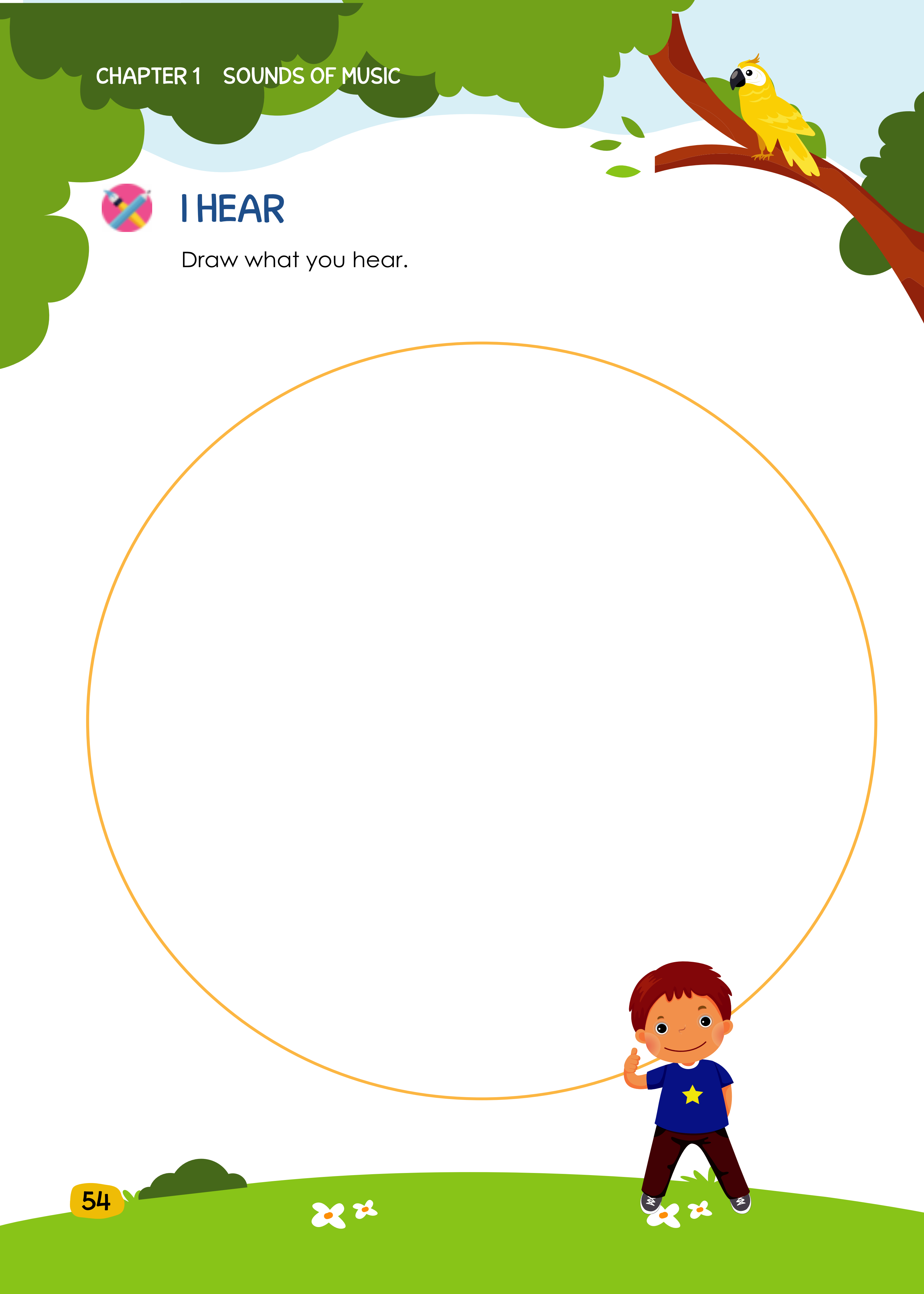
Sarah's friends like music.
Sarah likes music, too.



Sarah wants to learn to play music.
Music makes Sarah happy.



What instrument
should Sarah play?



I HEAR

Draw what you hear.



HIGH AND LOW

Draw two objects that make a high sound.
Draw two objects that make a low sound.

HIGH SOUND	LOW SOUND



MAKING A KAZOO

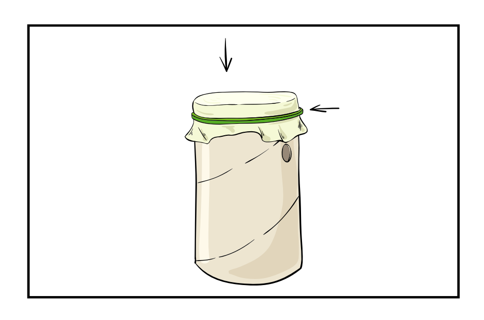
Draw a line to match each step to the correct order.
Draw a picture of your kazoo.

First

Second

Third

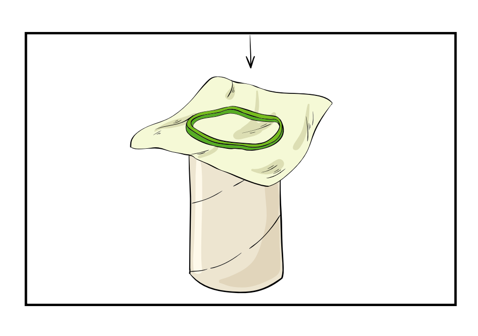
Fourth



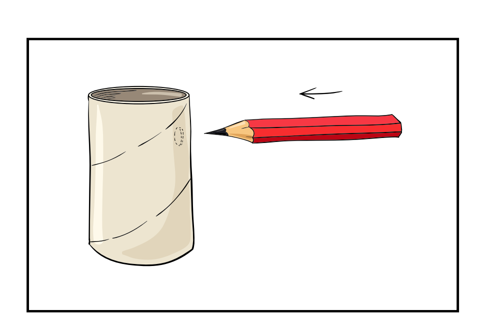
Put a rubber band around the paper.



Play a song on your kazoo.

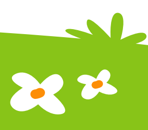


Cover the end of the tube with paper.



Make a hole in the tube.







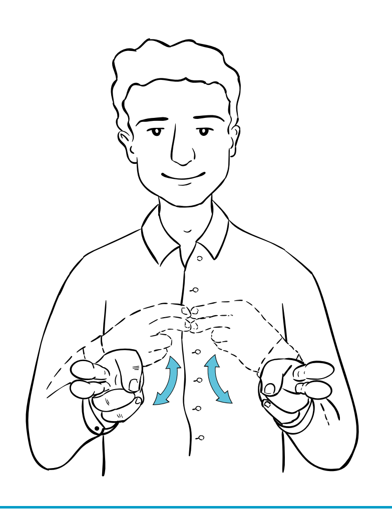
Draw your kazoo. Add color.

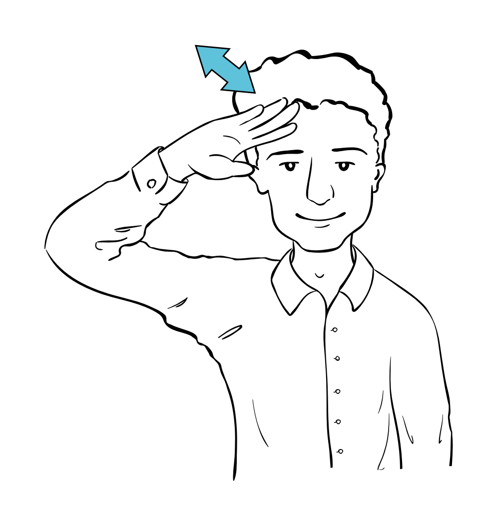


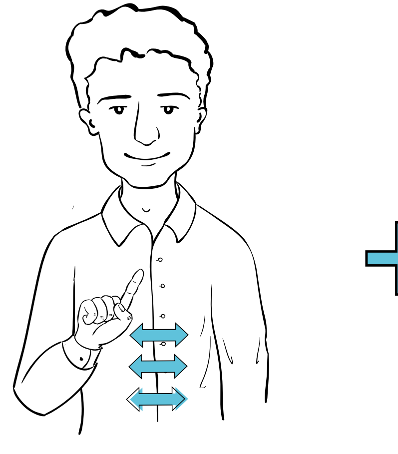
SIGN LANGUAGE

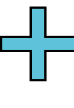
Write the meaning next to each sign.

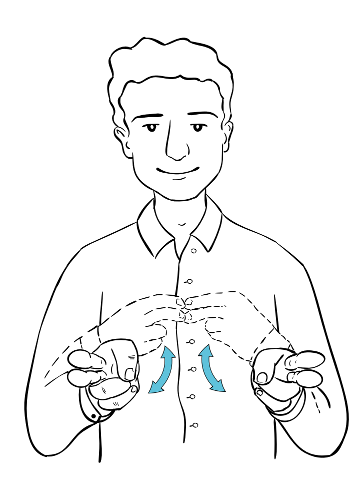


















DRUM PATTERNS

Work with your team. Record your patterns on the blanks.

Write "D" for drum.

Write "O" for no sound.

Play this pattern first: D D O D D

Write two patterns that you and your team made.





TELL ME SOMETHING

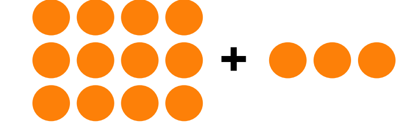
Learn about animals. Solve the math problems.
Write the answers on the blanks.

1. A cricket can chirp as many as

_____________ times per second.



Hint: 12+3



2. Songbirds may take as many as

_____________ breaths per second.



Hint: 14+6

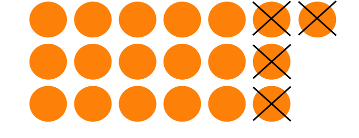


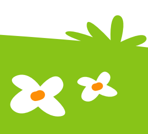
3. Dogs can only make

_____________ different sounds.



Hint: 19-4









INSTRUMENT PLANNING

Draw the materials you will need. Draw your new instrument.

MY MATERIALS

MY NEW INSTRUMENT

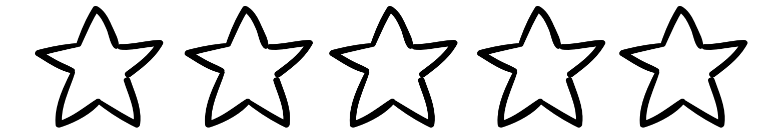


OUR BAND

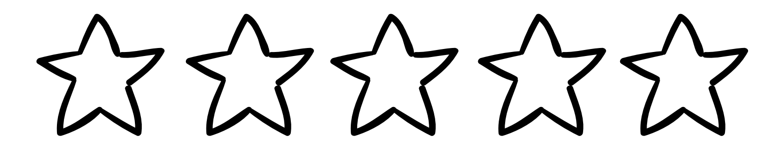
Think about what you have learned. Answer the questions. Color in the number of stars that show how well you and your team worked.

1. What instrument did you play today?

2. My band worked well together. We all did our part.



3. I am proud of the work I did.





COMMUNICATION CHAPTER 2

STORIES WE TELL IN ART





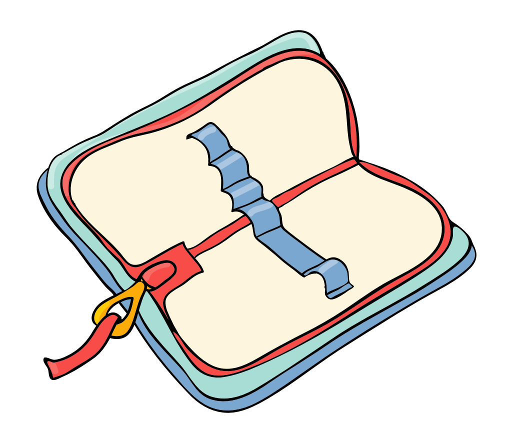


SARAH GETS A PRESENT

Read the story.



Sarah has a present.
Sarah is very excited.



The present is an art kit.
Sarah will put art supplies in the kit.



There is another present too.
The present is a journal.

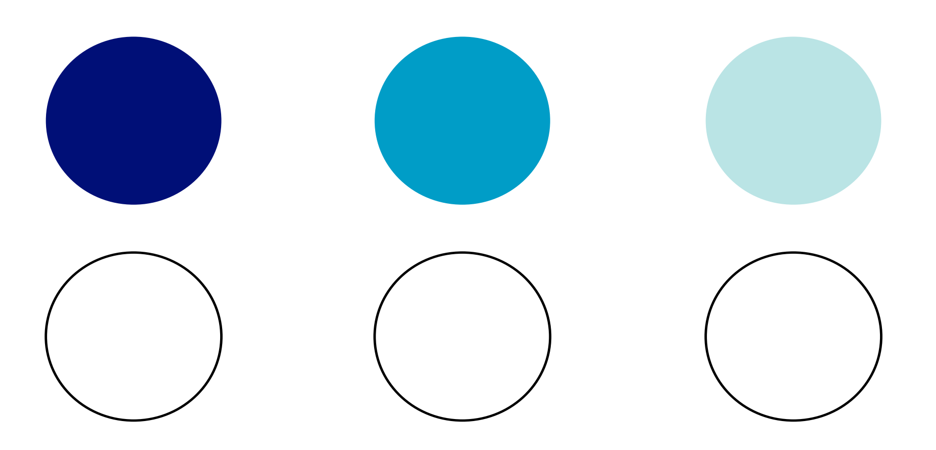


What will Sarah do
with her presents?

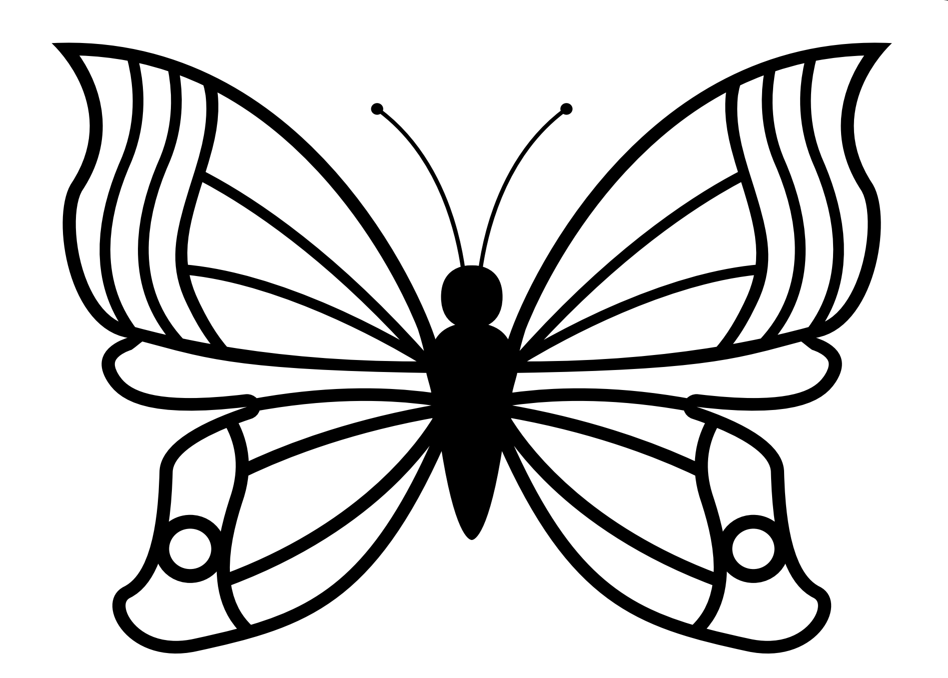


COLORFUL ART

Fill in three shades of one color below the blue circles.
Follow the shades of blue from light to medium to dark.



How is color used on the elephant?
Make your own colorful art with the butterfly.





SARAH NEEDS HELP

Read the letter. What should Sarah do?

Hello, my friends.

Did you hear I got a present?

I got a journal.
I like writing stories in my journal.

I also got an art kit.
I need your help.
What should I put in my art kit?
Do you have any ideas?

Sarah



DEAR SARAH

Help Sarah. What should Sarah put in her art kit?

Dear Sarah,

______________________________ for asking.

I will ______________________ you.

An art kit is ______________________________ .

Look at my pictures. This is what you need in your kit.

____





SHAPES IN NATURE

Look at the pictures. What shapes do you see? Trace the shapes you see on the plants.











MY JOURNAL: FINGERPRINT ART

Write about your artwork.

Today's date: ______________________________

I made ______________________________.

I used ______________________________.

The title is ______________________________.









MY JOURNAL: STAMP ART

Write about your picture.

Today's date: ______________________

The shapes I used are ______________________

______________________.

My picture makes me feel ______________________

______________________.

The best part about my picture is ______________________

______________________.

The title of my picture is ______________________

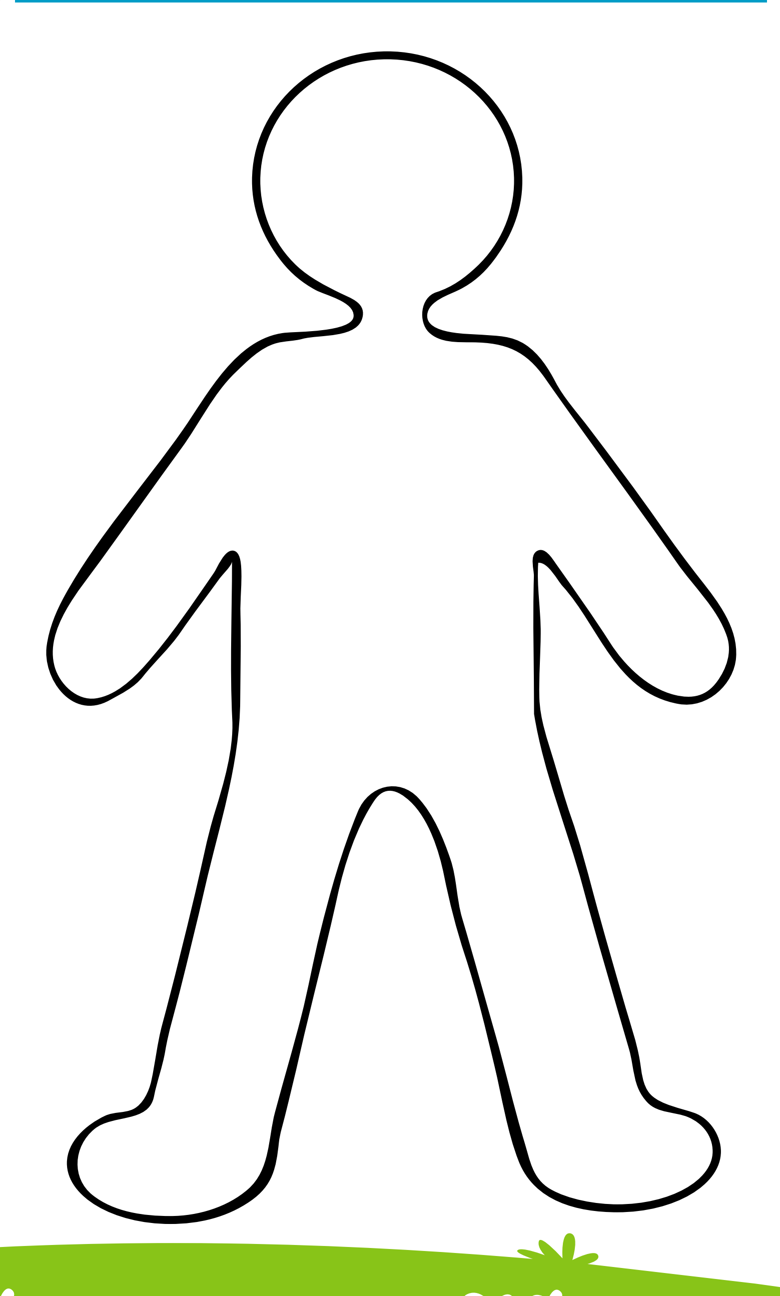
______________________.



A PORTRAIT OF PLAY

Use art materials to show the famous person having fun.
Focus on what clothes are best for the activity.

My famous person likes to ________________________________ .







COMMUNICATING THROUGH ART

What do you think about when you look at each picture?











MY JOURNAL: SELF-PORTRAIT

Write about your self-portrait.

Today's date: ____________________

The medium I used is ____________________.

I added ____________________

to my self-portrait.

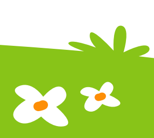
My picture makes me feel

____________________.

The best part about my picture is

____________________.









YOU ARE INVITED

Create your invitation in the space below.



SCULPTURES

Look at the sculptures below. What do you think the artist is communicating in each sculpture?









WORKING TOGETHER

You are working with a friend. Imagine:

What are you working on? Draw your project on the table.

Draw the background. What does your classroom look like?







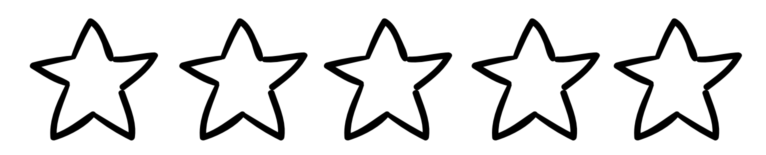
PREPARING FOR THE ART SHOW

Finish the sentences below. Color in the stars.

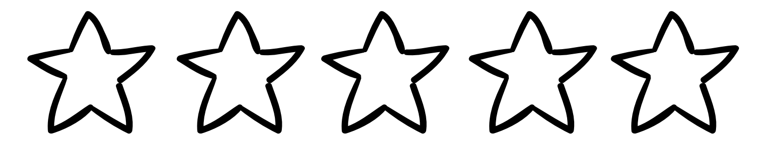
1. My favorite artwork is titled ______________________________.

2. I chose this art because ______________________________.

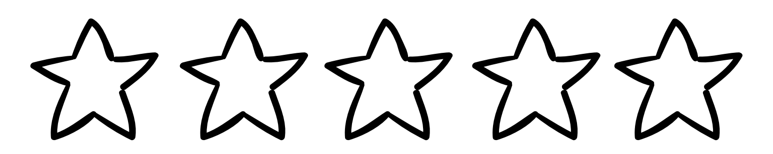
3. I used shades of color and shapes in my art.



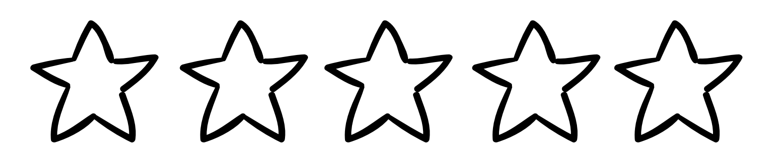
4. I am proud of my work.



5. My work is neat.



6. My work communicates a message.



COMMUNICATION CHAPTER 2

FRIENDSHIP





SARAH HAS FRIENDS

Read the story.



Sarah has friends.
Sarah plays games with friends.



Sarah plays music with friends.
Sarah makes art with friends.

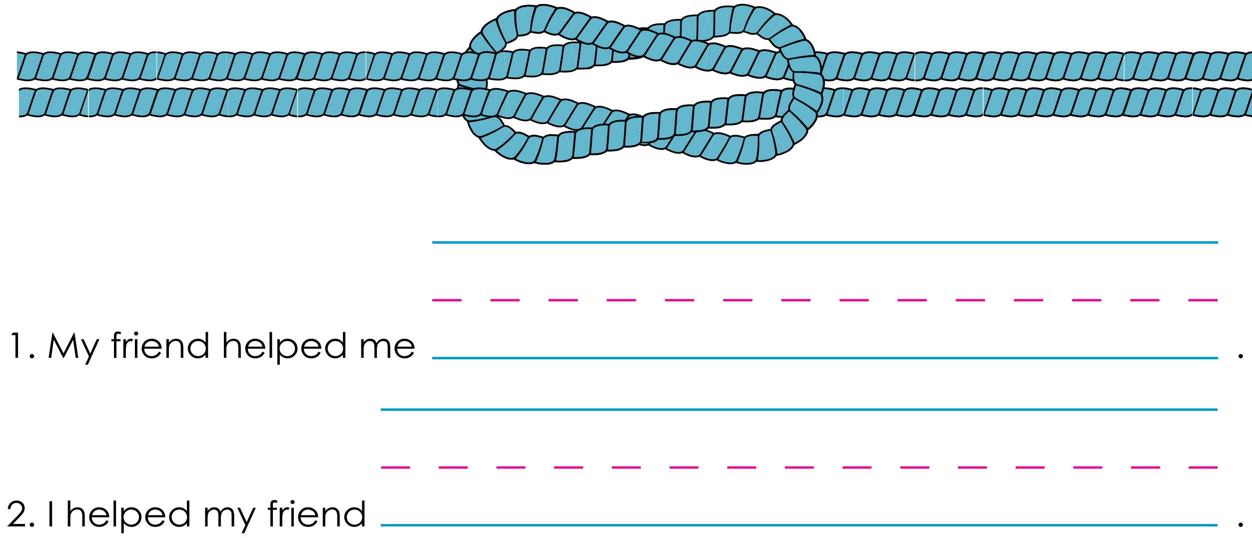


Sarah has many friends.
We are Sarah's friends.



HUMAN KNOT

Think about your knot. Write your sentences below.
Draw a picture of your knot.



1. My friend helped me ______________________________ .

2. I helped my friend ______________________________ .

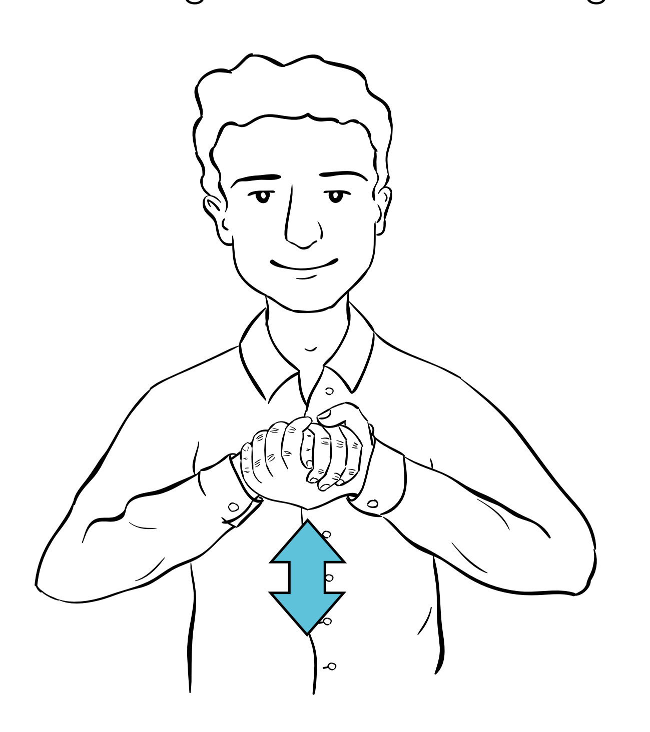




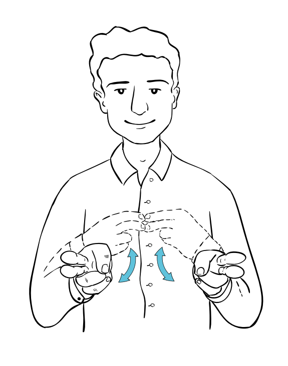


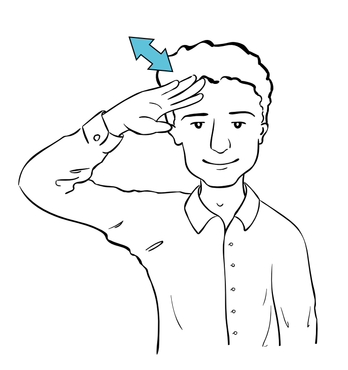
SIGN LANGUAGE PRACTICE

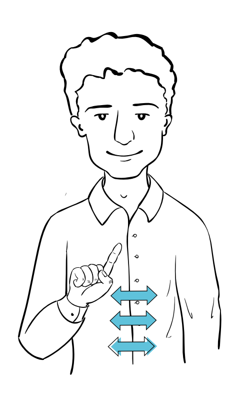
Review the signs below. Learn the sign for "friend."

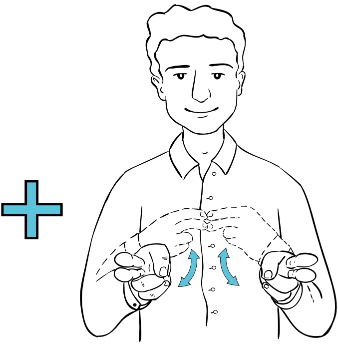


FRIEND









YES **THANK YOU** **NO**







BODY LANGUAGE

What are three things you can communicate with body language?

1.

2.

3.







A FRIEND

Create your own story. Draw a picture to go with each sentence.

A friend ____ .

A friend ____ .



SOLVING PROBLEMS WITH FRIENDS

We have steps to solve a problem. Write each rule.

1. ______________________________

2. Talk ______________ and listen.

3. Solve the problem ______________ .







BE SAFE ONLINE

Make a poster to show how to be safe online. Be creative.



HEADLINES

Circle the headline you would like to broadcast.



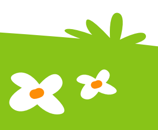
Students Pick up Plastic and Save Turtles



Community Cleans up Trash to Protect River



Neighbors Plant a Community Garden







FRIENDSHIP MONUMENT

Draw a picture of the monument you want to make.









FRIENDSHIP FLAG

Create a friendship flag. Show how you are unique as a friend.



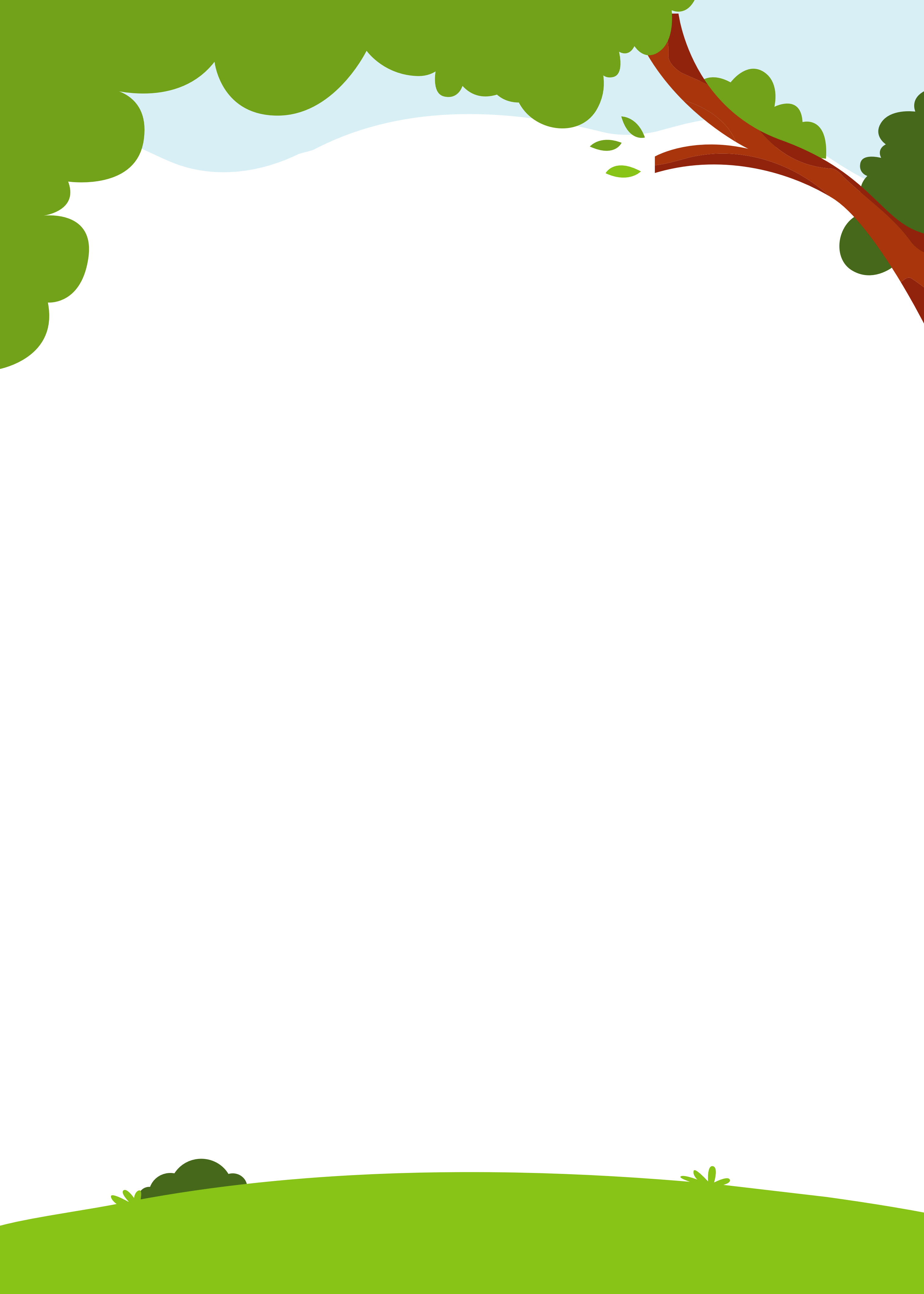






MY MEMORIES

Draw a good memory of learning.







PUPPIES AND KITTENS

Make rules for your new game.

5	6	15	16
4	7	14	17
3	8	13	18
2	9	12	19
1 START	10	11	20 END

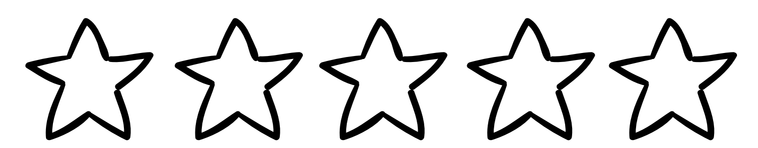




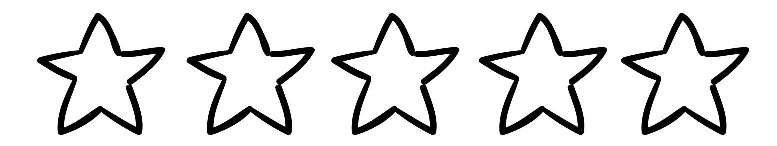
I AM A FRIEND

Think about what you have learned. Answer the questions.
Color in the number of stars that show you are a friend.

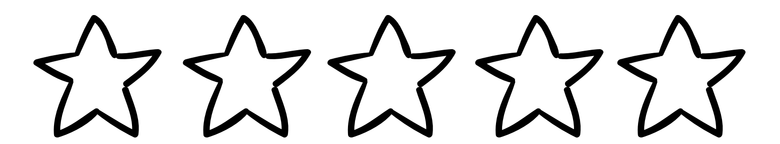
1. I have learned to be a good friend.



2. I know how to be a friend to others.



3. I know how to communicate with friends.







KINDERGARTEN II

Math Journal

Term 2 / 2019 - 2020

LESSON 66

Count your red circles. Draw all of your circles with a red crayon.

Count your red squares. Draw all of your squares with a red crayon.

How many circles and squares do you have all together?

LESSON 67

Listen carefully to the directions given by your teacher. Draw what the teacher asks you to draw.

LESSON 75

Visualize the problem. Draw the story problem below.

LESSON 78

Visualize the problem. Draw the story problem below.

LESSON 80

Visualize the problem. Draw the story problem below.

LESSON 82

Pick two items you would like to buy from the poster. Sketch them in your journal and write the price of each item. Write the total cost of the two items.

LESSON 83

Pick two items you would like to buy from the poster. Sketch them in your journal and write the price of each item. Write the total cost of the two items.

Create as many combinations as you can that cost 10 LE or less.

LESSON 84

Sketch the item from the word problem and write the math problem underneath.

LESSON 86

Write the letter on the front of the envelope. Count the money inside the envelope and write the amount of money next to the letter. Repeat with each envelope.

LESSON 88

Record your work from the game, Peek-A-Boo 10. Draw a circle and show how many counters are underneath the cup and how many are outside of the cup.

LESSON 89

Record your work from the game, Spill the Beans.

LESSON 90

Record your work from the game, Spill the Beans.

LESSON 91: Part 1

Draw the teacher's word problem below. When you have solved the problem, write your answer at the bottom of the page.

LESSON 91: Part 2

Draw the teacher's word problem below. When you have solved the problem, write your answer at the bottom of the page.

LESSON 92

Create and draw your own cookie story problem with your partner. Start with 12 cookies.

LESSON 95

Record your subtraction equations below.

LESSON 96

Record your subtraction equations below.

LESSON 97

Record your turns in Race to Zero. Begin with:

20 - ____ = ____

LESSON 98

Record your turns in Race to Zero. Begin with:

20 - ____ = ____

LESSON 101

Record the data from the Four Corners activity.

LESSON 105

Record the Parking Lot Math problems you work on. Be sure to write the problem and the answer.

PROBLEM	ANSWER

LESSON 106

Write a subtraction problem.

LESSON 107

Record and solve problems from Headband Hop.

LESSON 108

Record and solve problems from Headband Hop.

LESSON 109

Record and solve five addition problems and five subtraction problems.

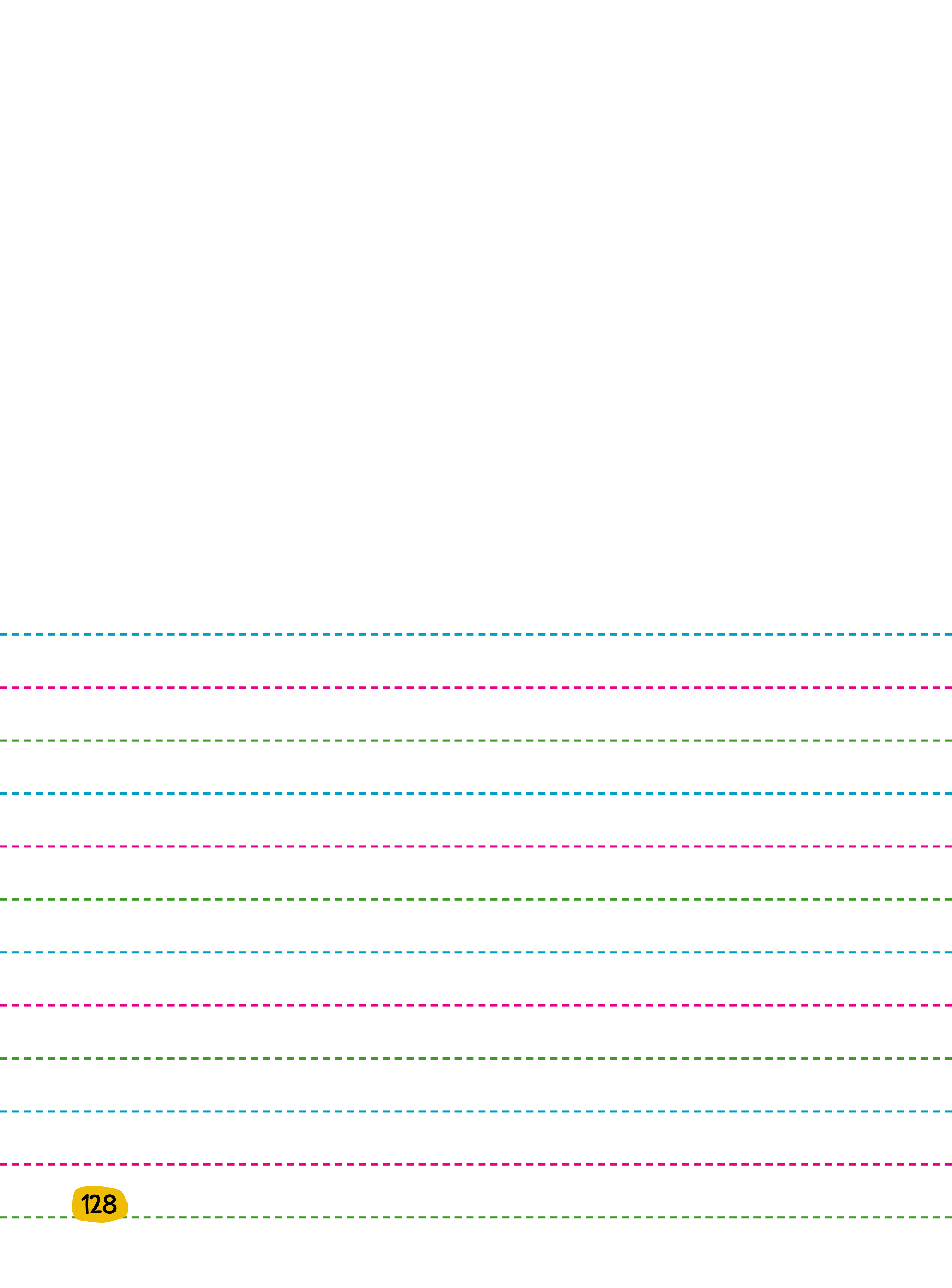
LESSON 110

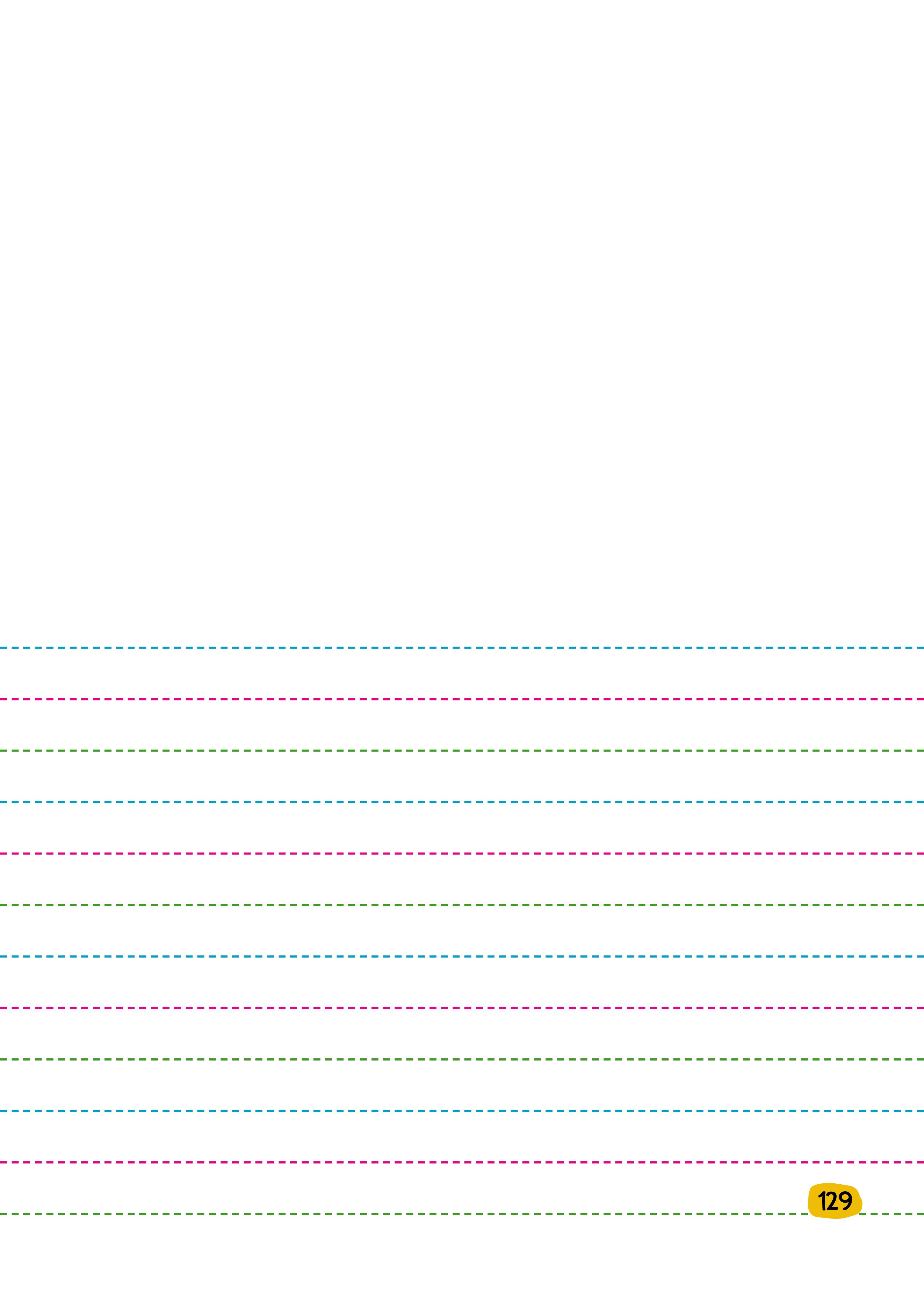
Record the Parking Lot Math problems you work on. Be sure to write the problem and the answer.

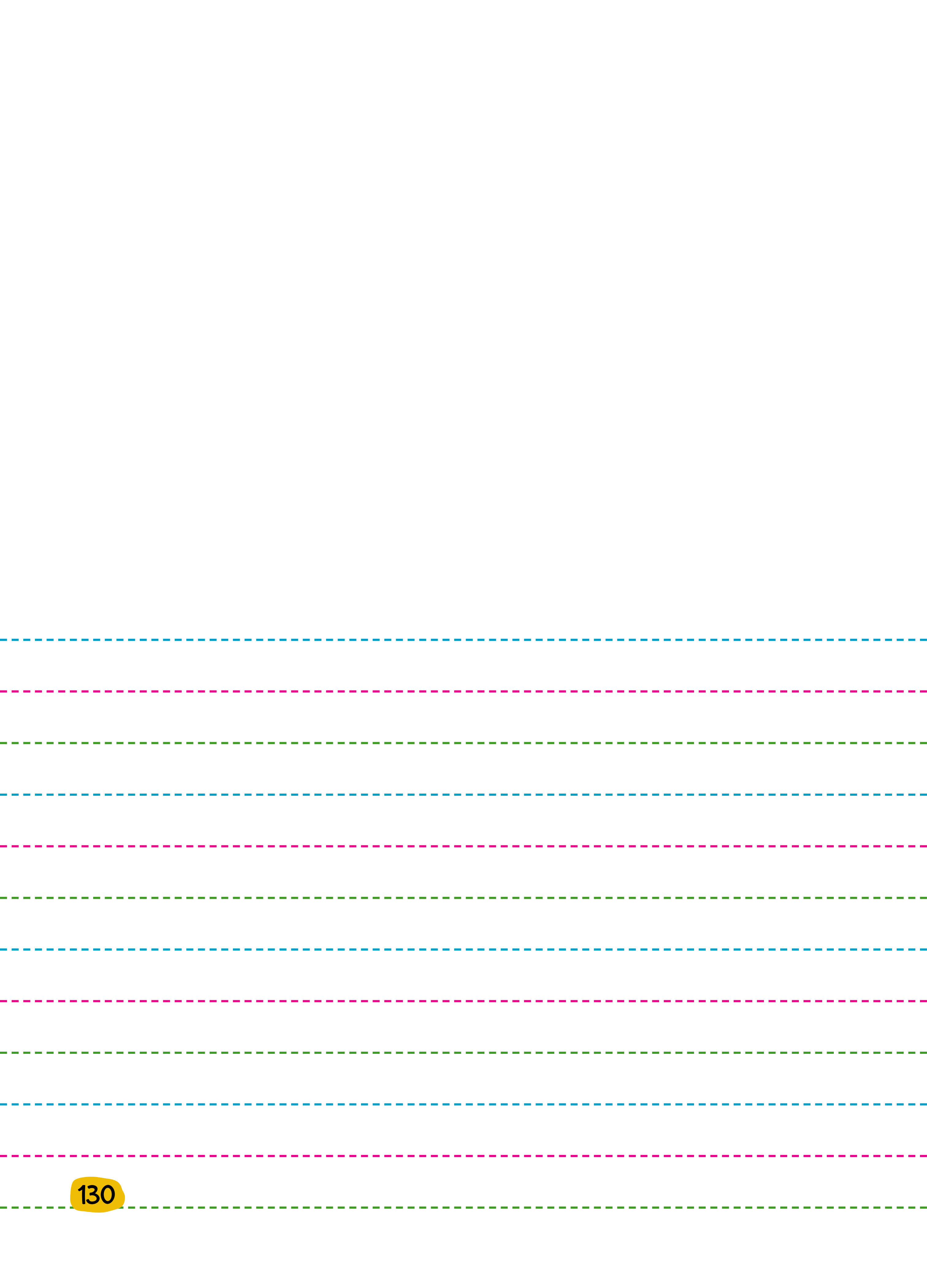
PROBLEM	ANSWER

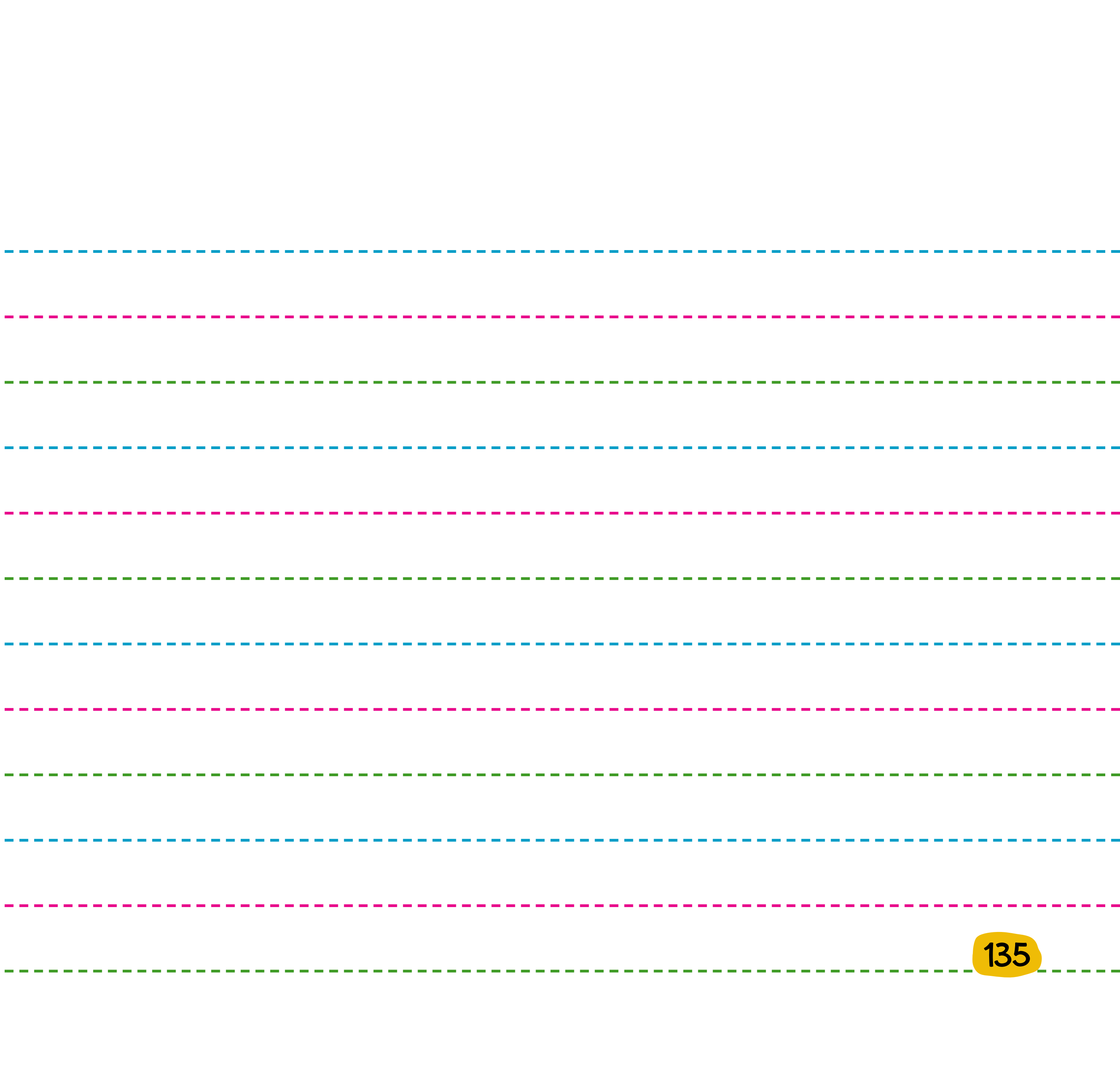
LESSON 115

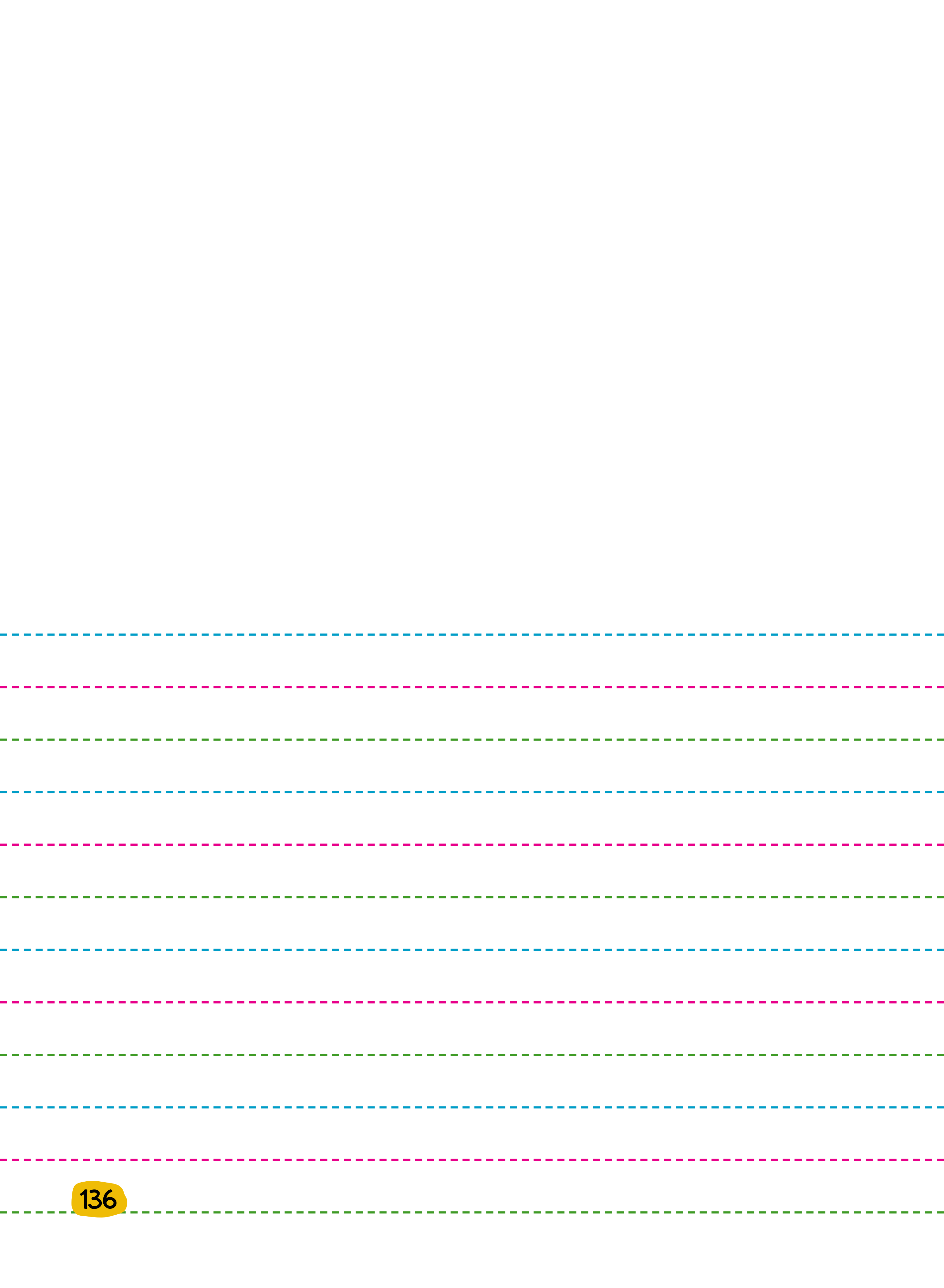
Draw the truck, feather, and loaf of bread. Write a 1 under the lightest object. Write a 3 under the heaviest object. Write a 2 under the object in the middle.

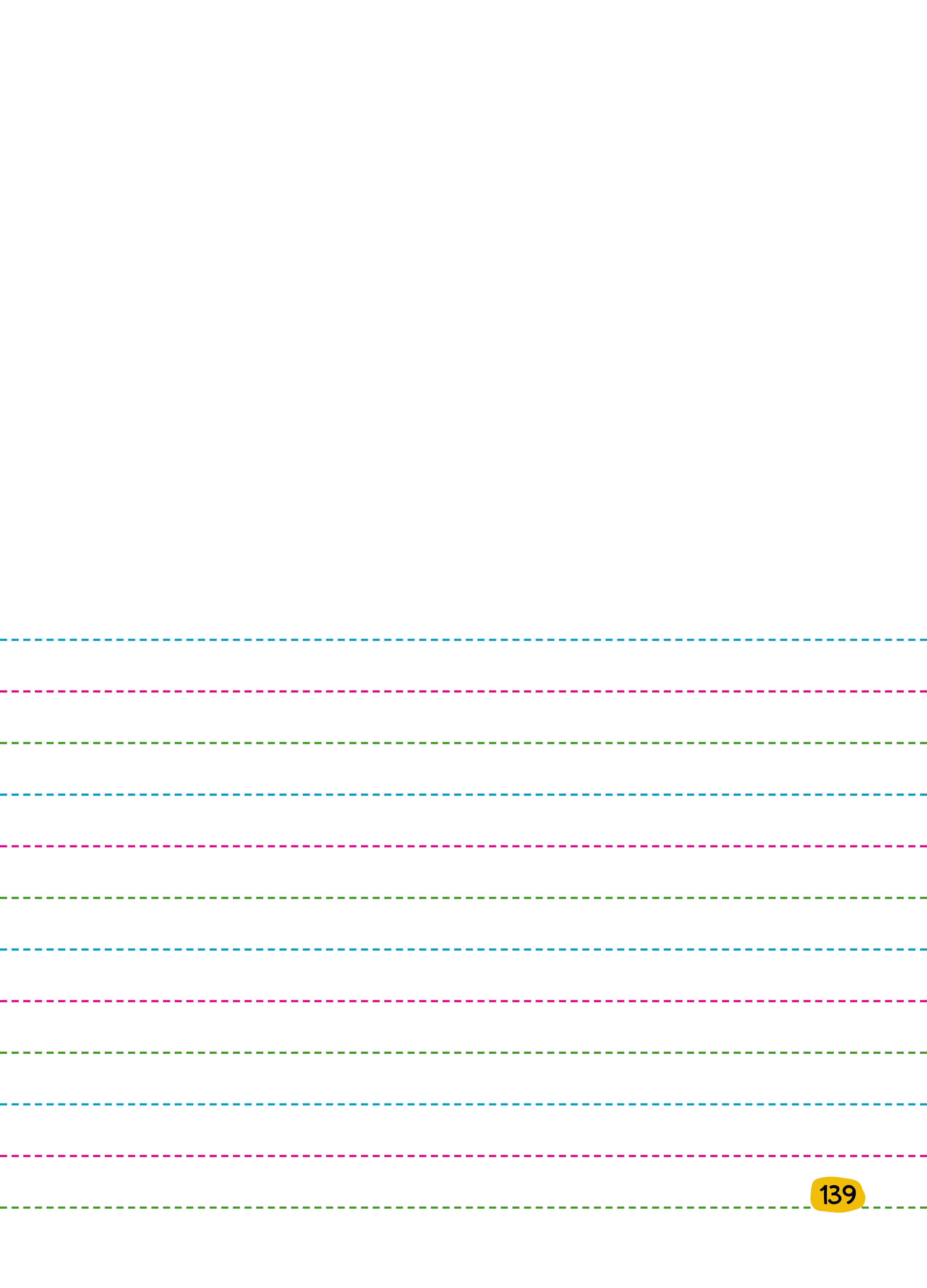


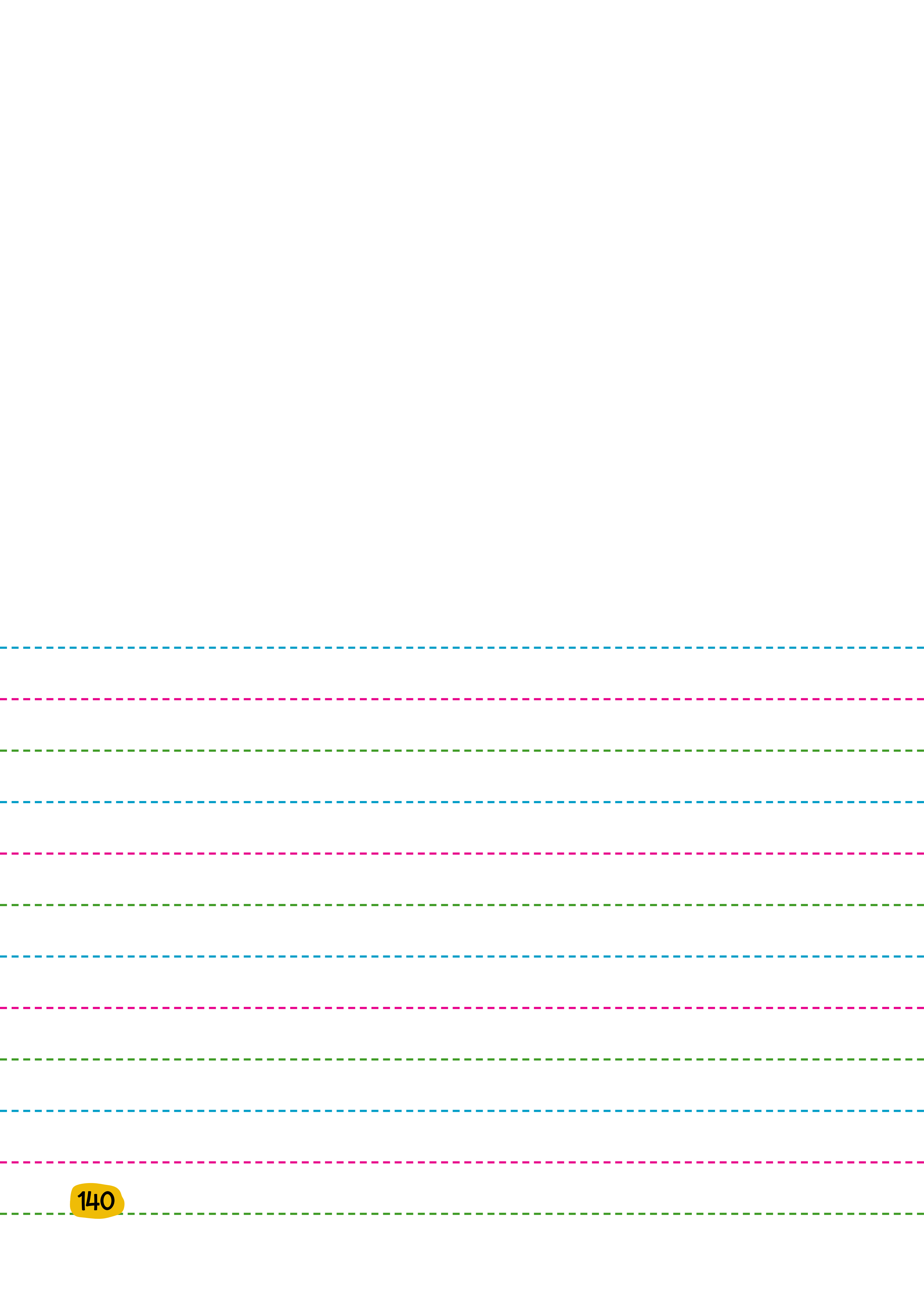


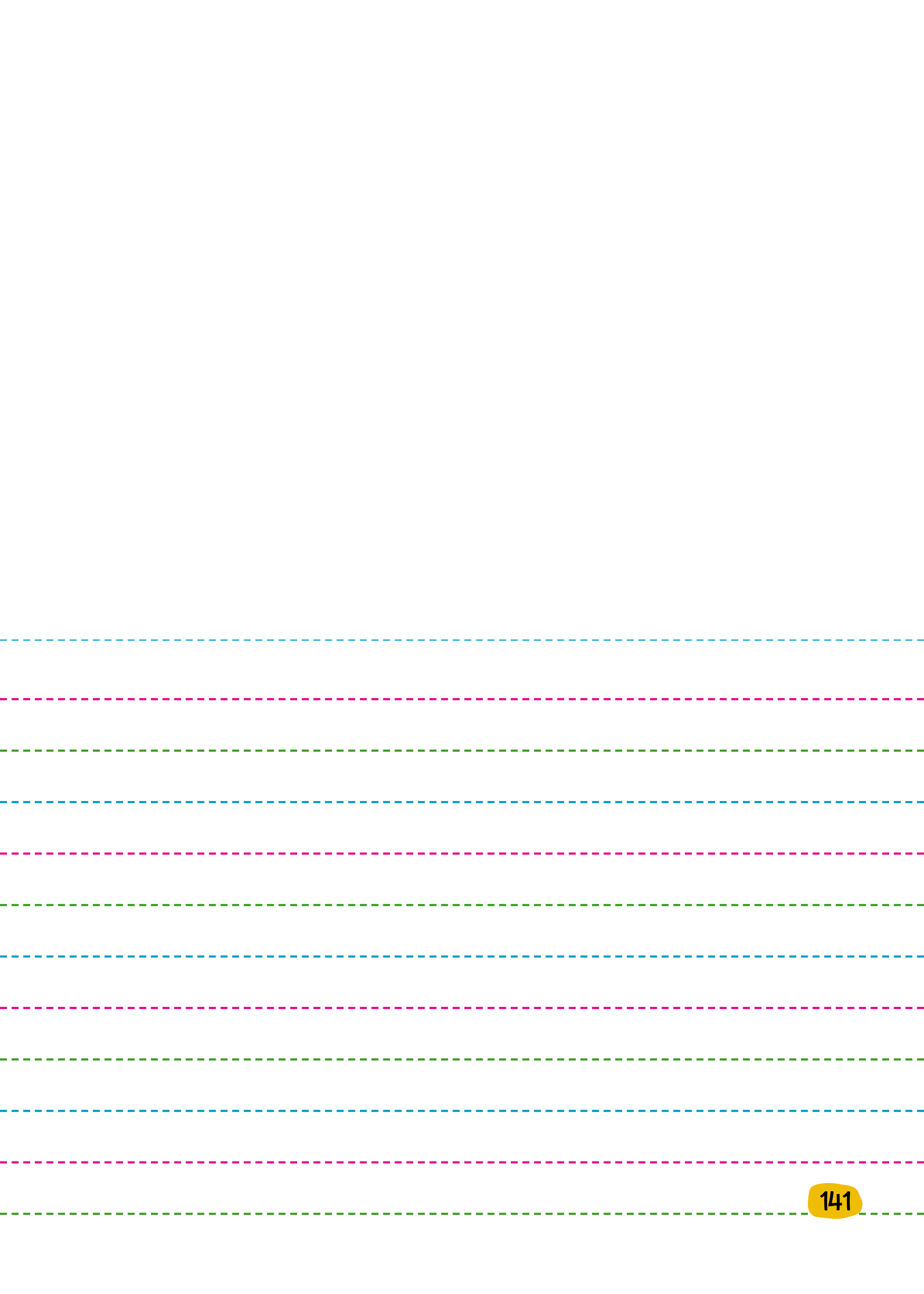


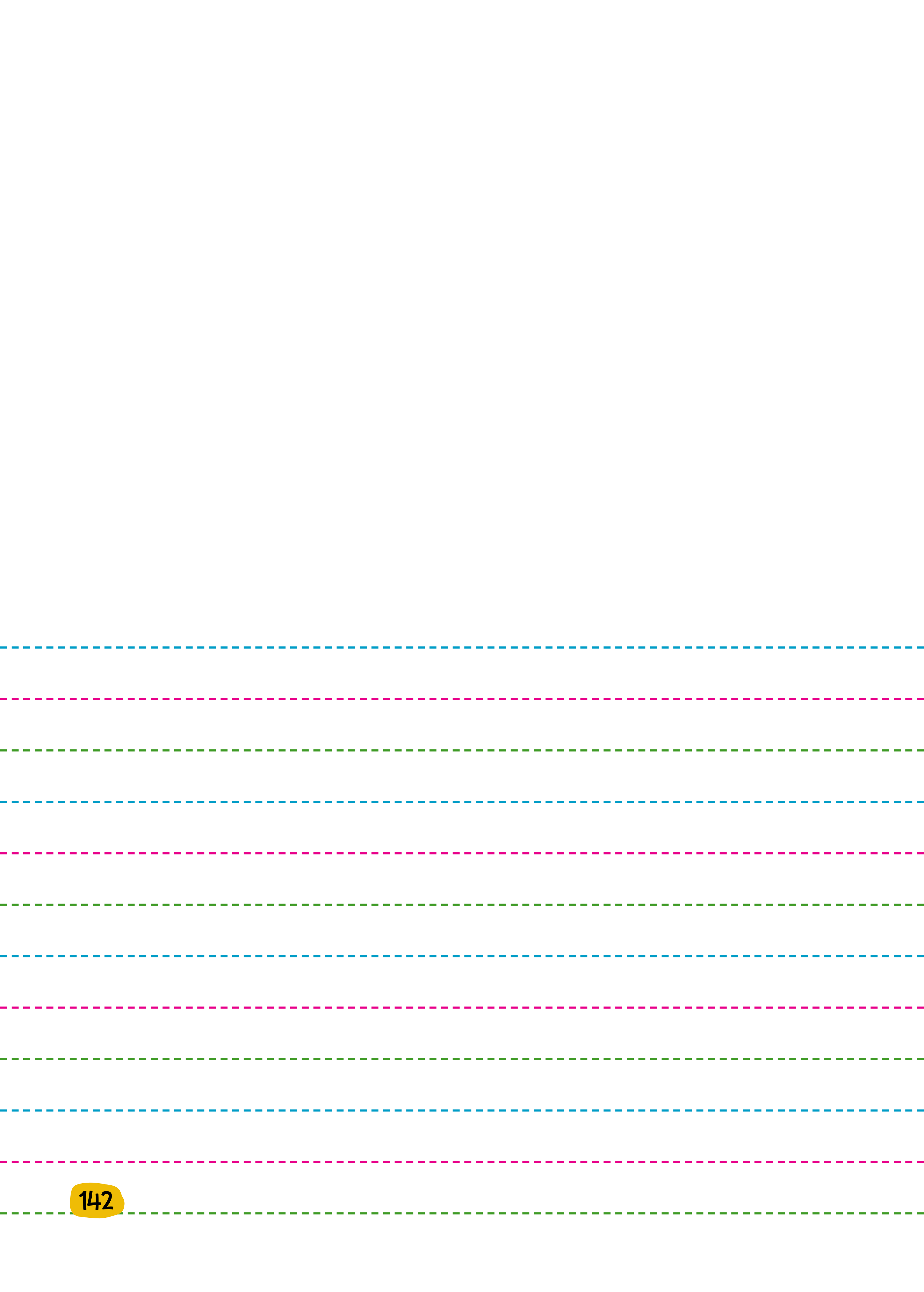


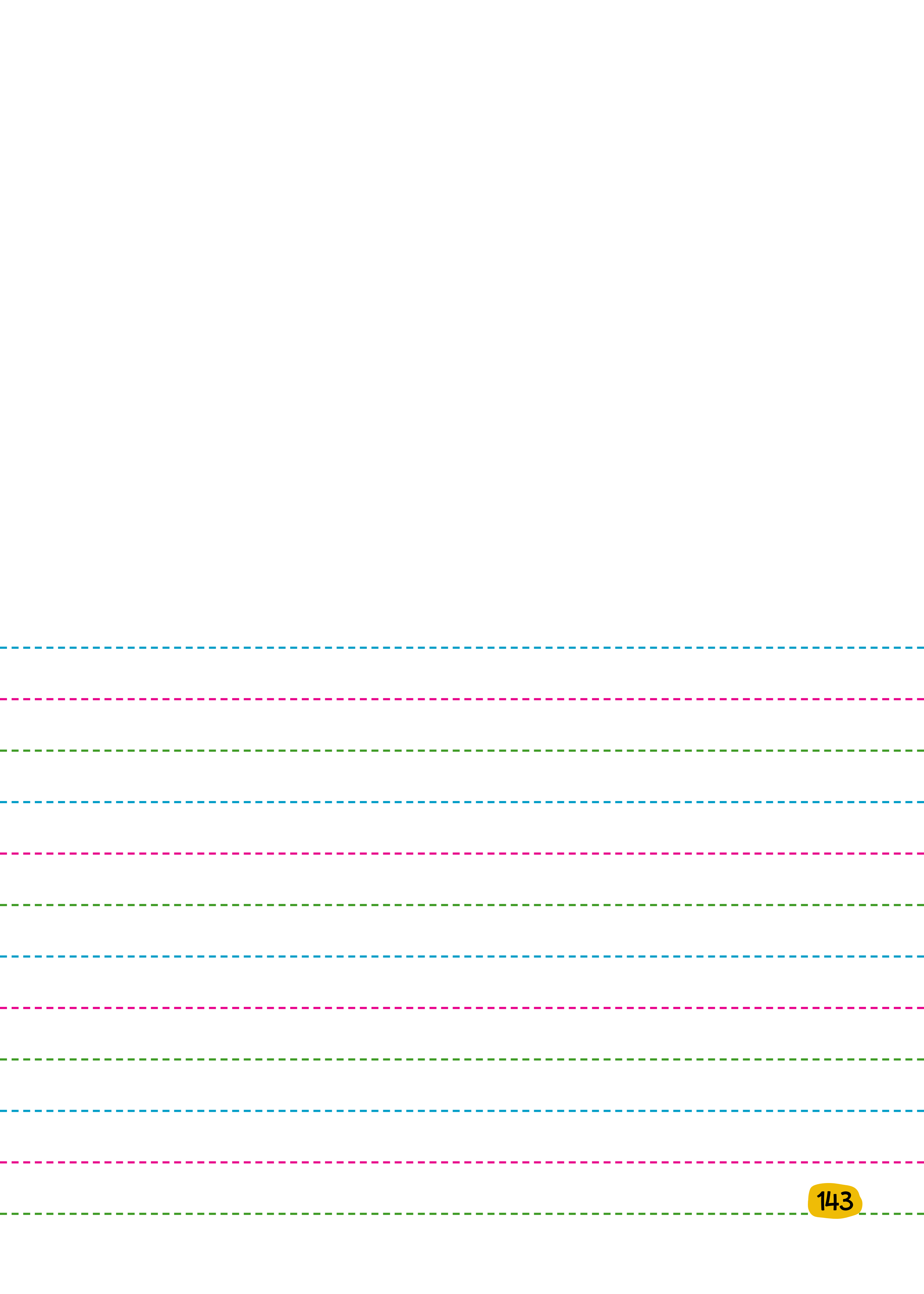


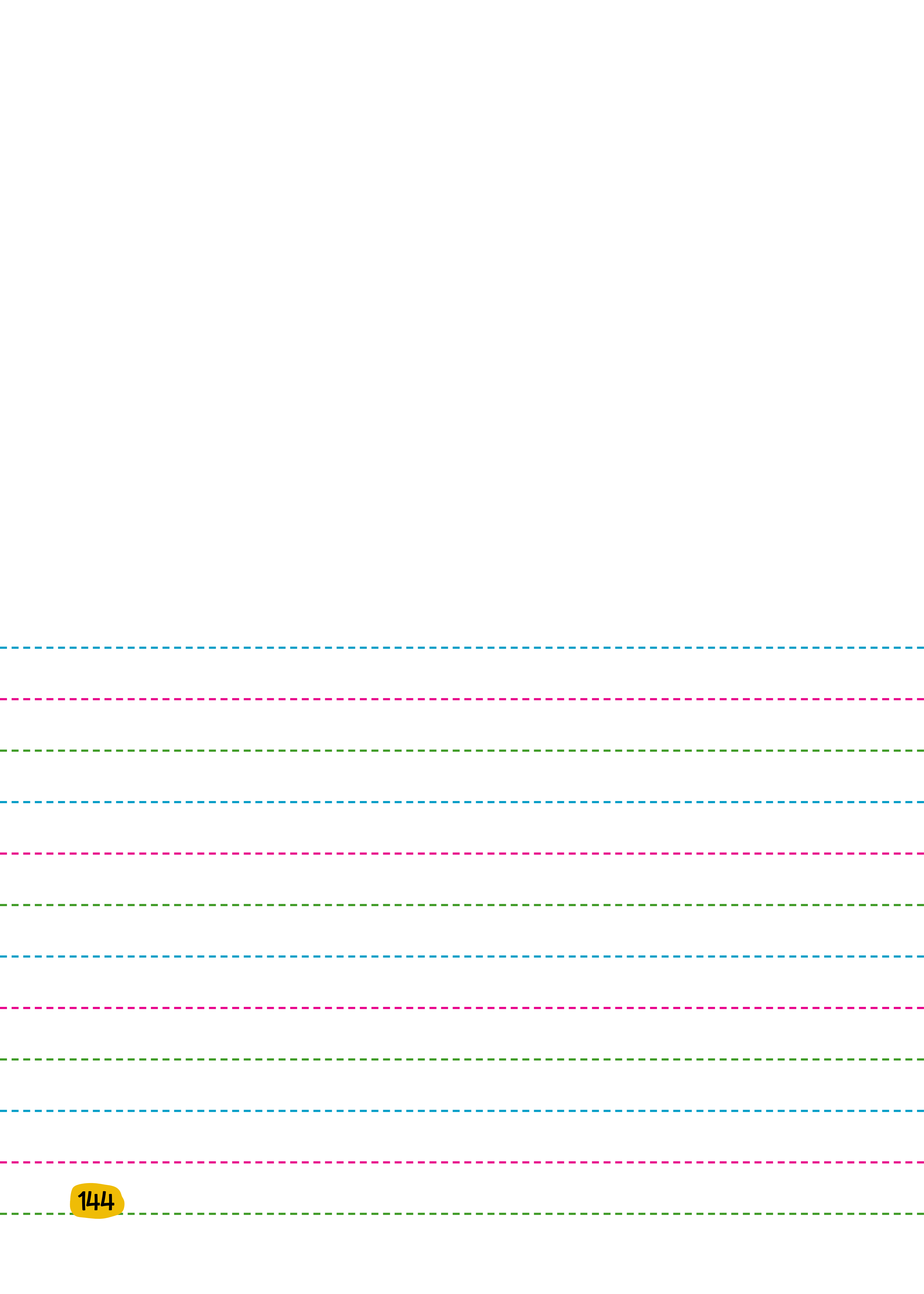


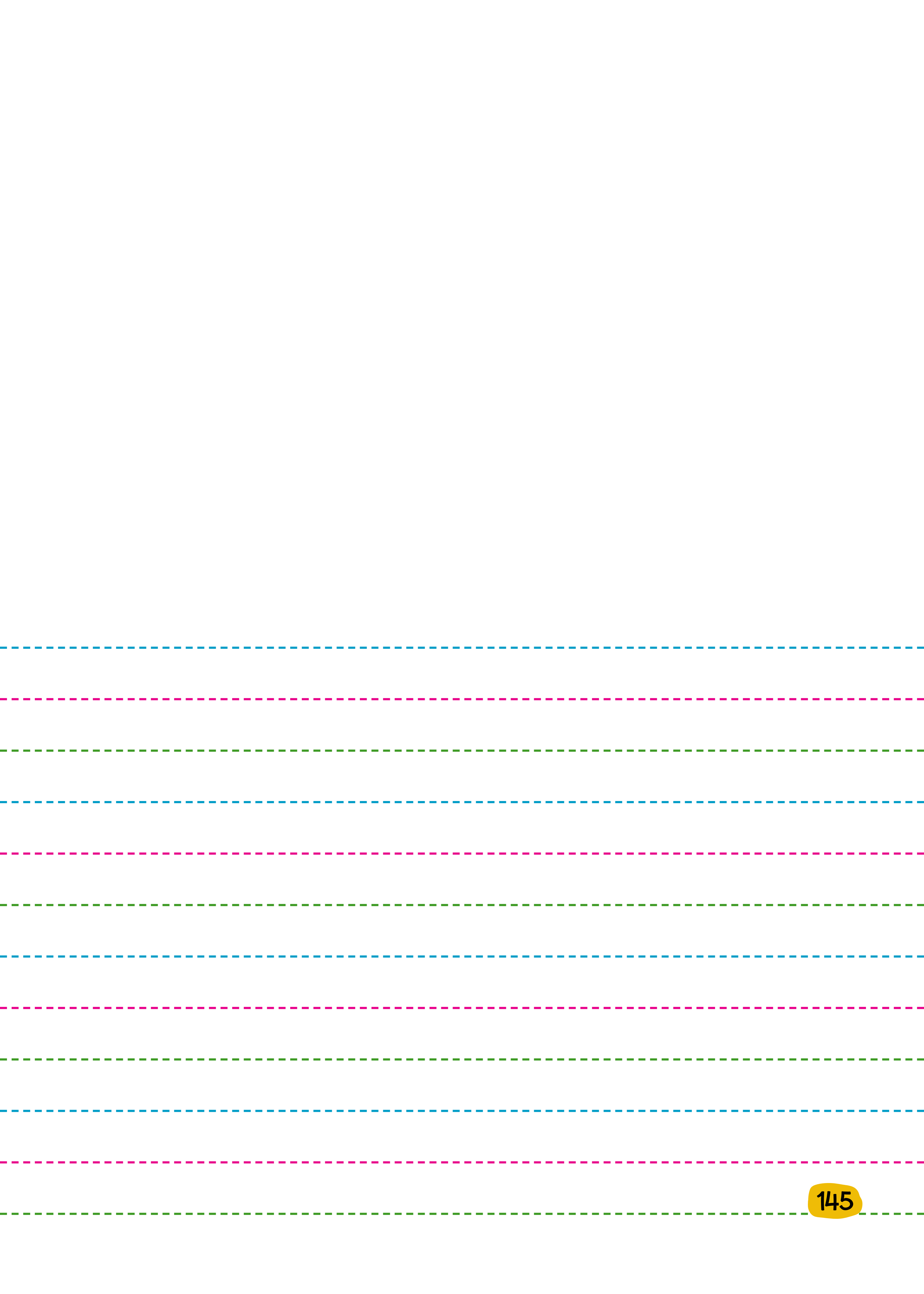


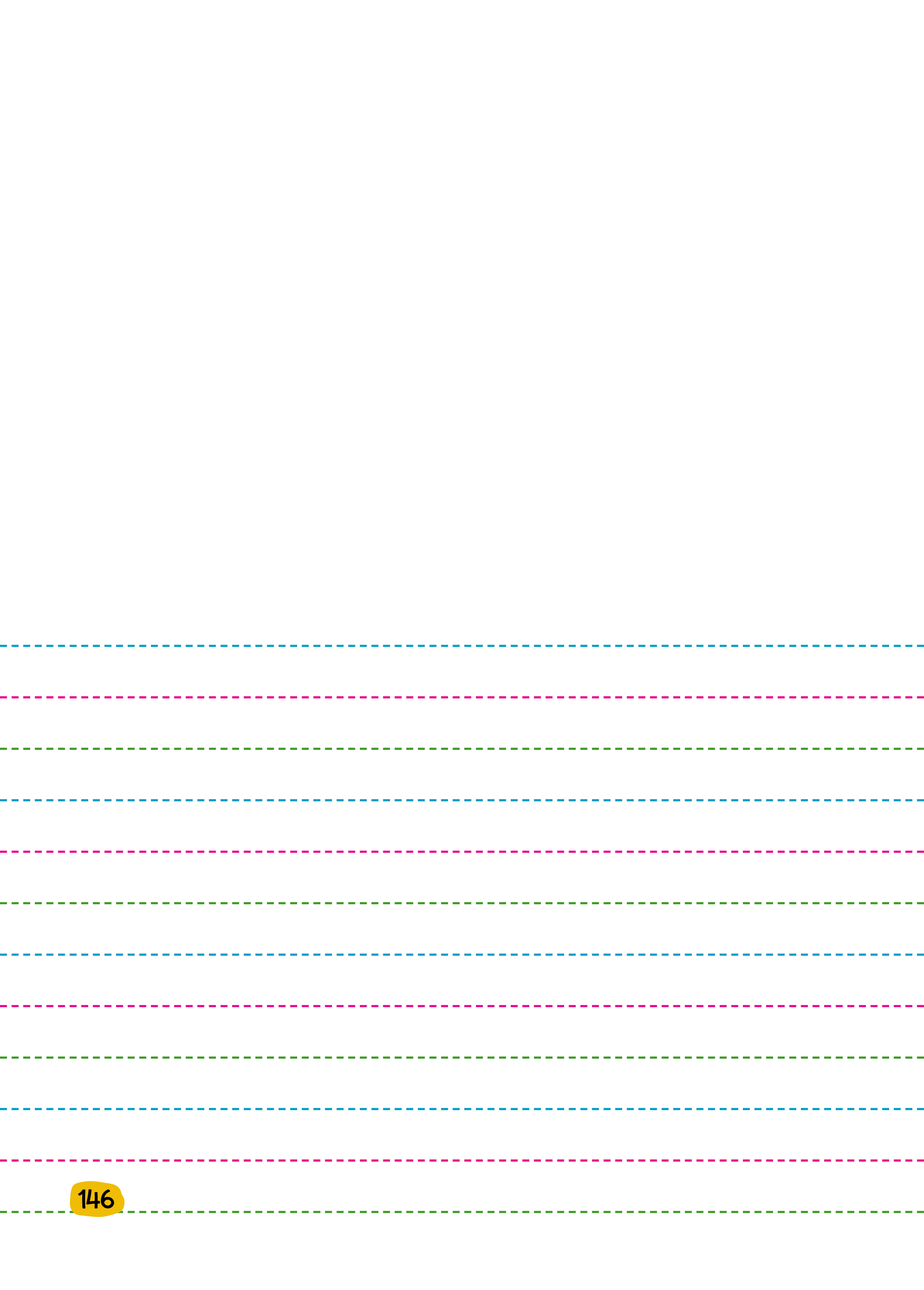


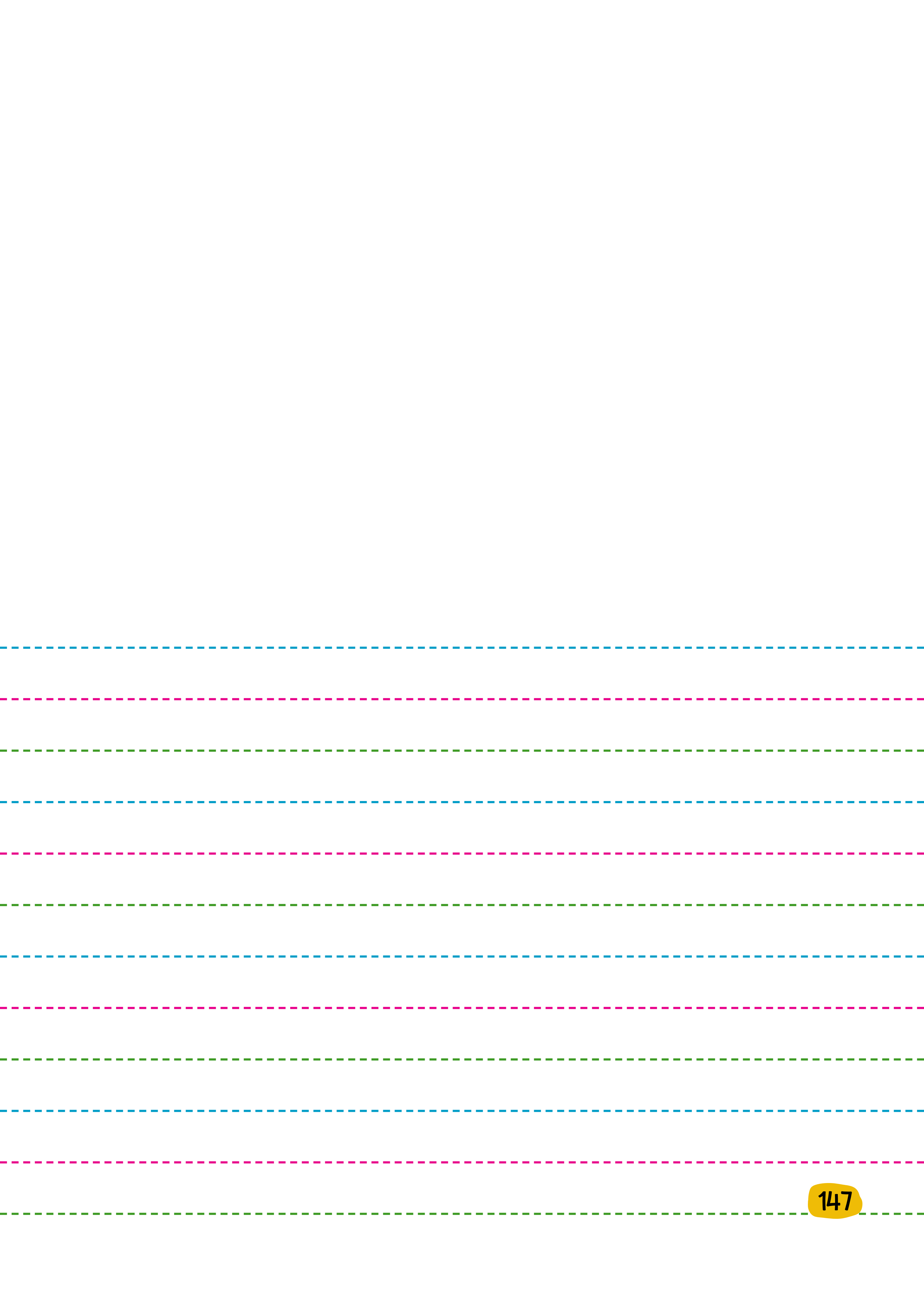


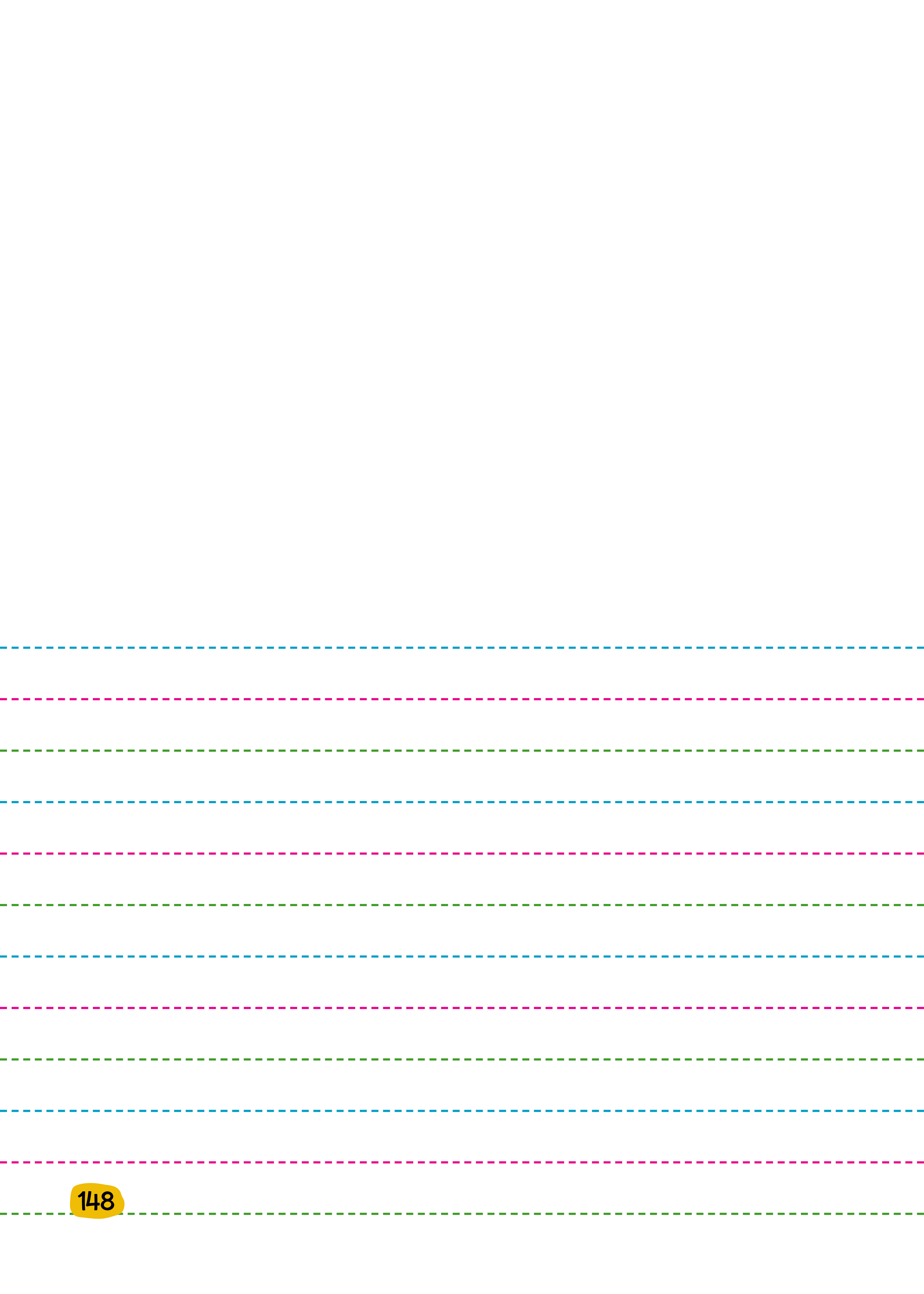


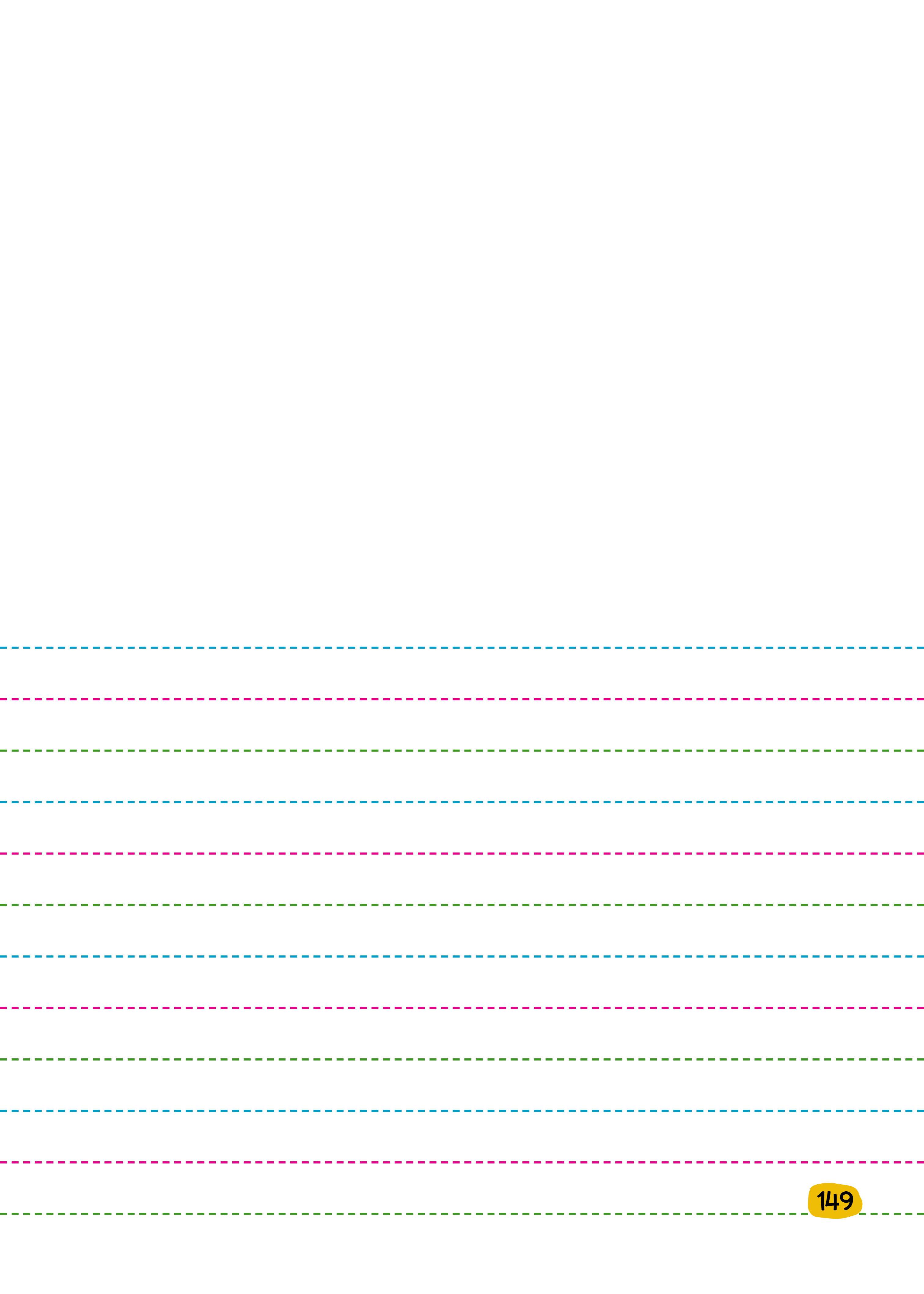












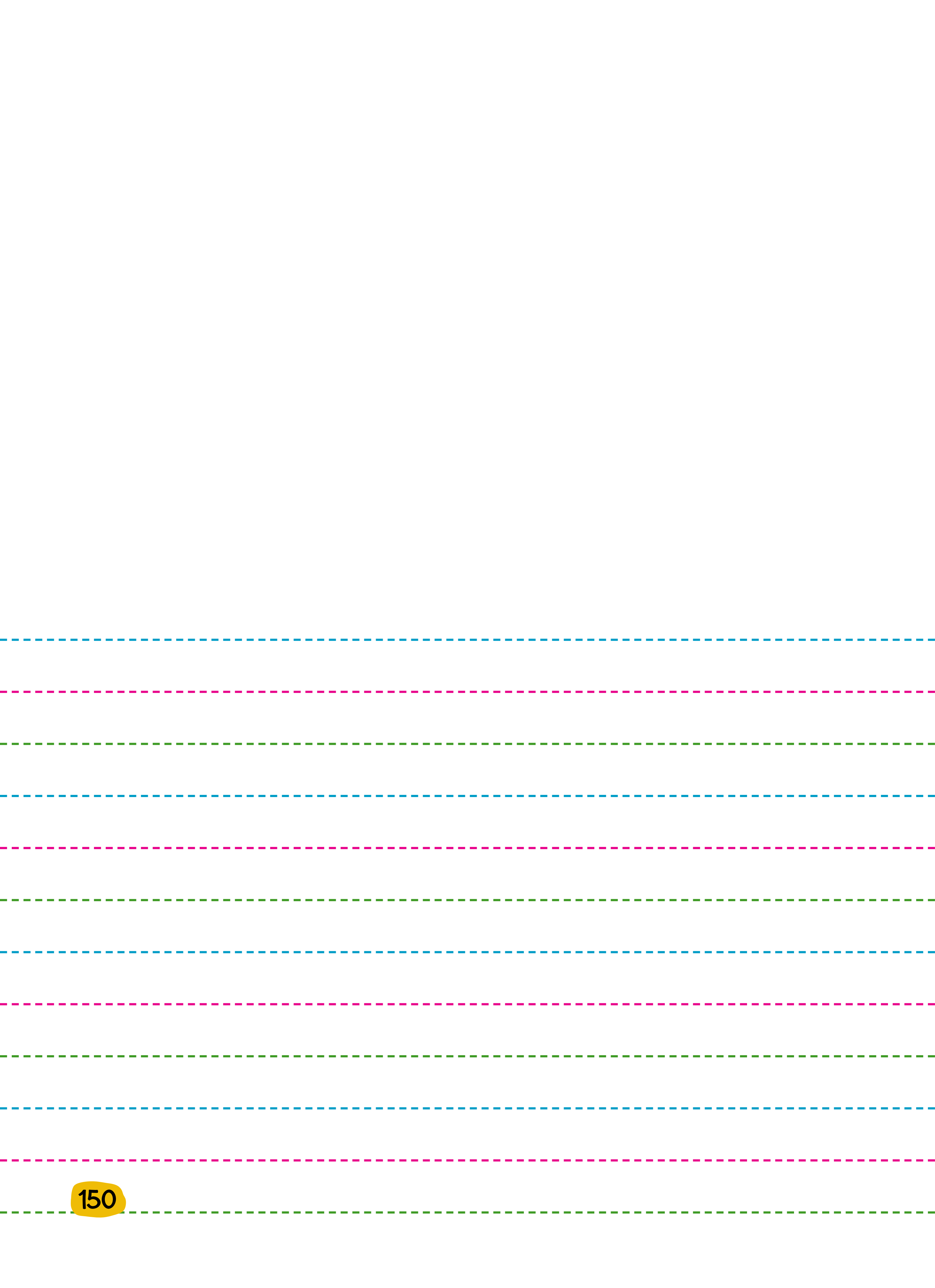




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Book size	:	20 x 28
Number of pages	:	172
Weight of paper sheet	:	80 gm
weight of cover sheet	:	200 gm
print colour	:	4 colour
Book No.	:	31/2/22/25/30/4039

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